

CUTTING EDGE

THIRD EDITION

ELEMENTARY

STUDENTS' BOOK

WITH DVD-ROM

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AND ARAMINTA CRACE

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Grammar focus 1

be: positive forms

GRAMMAR

be: positive forms

1 Complete the gaps with *are*, *am* or *is*.

- 1 I _____ fine.
- 2 _____ you from Mexico?
- 3 He _____ from Ireland.
- 4 Carla _____ from Italy.
- 5 Ben and Emily _____ from Australia.

Question words: *what/where*

2 Complete the gaps with *what* or *where*.

- 1 _____ 's your name? (= what is)
- 2 _____ are you from?

PRACTICE

1a Ask other students the questions below.

What's your name?

Where are you from?

b Tell the class about another student.

This is ... She's from ...

2 Work in pairs and take turns. Ask and answer questions about the people in the photos.

Where's he from?

He's from ...

Where are they from?

They're from ...

FRIENDS (291) ▼



Abed Arif UAE



Luca Simone Argentina



Adrian D. Poland



Jo and Al Kelly Australia



Alicia Cruz Mexico



the Anderson family USA

Vocabulary

Countries and nationalities

- 1a Complete the table below with the words in the box.

British	American	Japanese	Chinese
Polish	Italian	Vietnamese	Russian
Irish	Spanish	Brazilian	Australian

Country	Nationality
Spain	
China	
the USA	
Brazil	
Italy	
Great Britain	
Poland	
Australia	
Japan	
Vietnam	
Ireland	
Russia	

- b 1.3 Listen and check.

PRONUNCIATION

- 1 1.4 Listen to the stressed syllable.

Bri-tish A-mēr-i-can Ja-pa-nēse

- 2a Look at the nationalities in exercise 1a. Mark the stressed syllable.

- b 1.5 Listen and check. Practise saying the nationalities, paying attention to the stressed syllable.

Reading and listening

- 1a Work in pairs and do the quiz.

- b 1.6 Listen and check your answers. Count your points.



What do you know?

Test your knowledge of countries, languages and nationalities

- 1 Match the stamps to the countries. (4 points)

Poland China Brazil Egypt



- 2 Match the currencies to the countries. (4 points)

Russia Turkey India Argentina



- 3 Which word is in: (5 points)

Russian? Chinese? Italian? Arabic? Spanish?

a 你好 b ciao c привет d hola e مرحب

- 4 Which of these companies is: (4 points)

Korean? American? Japanese? British?



- 5 What nationality are these singers? (3 points)

Andrea Bocelli

Delta Goodrem

Luis Miguel





Grammar focus 2

be: positive and negative short forms

1a Match sentences 1–15 with photos A–C.

- 1 Her name's Hanna. C
- 2 His name's Gustavo. B
- 3 Their names are Amy and Lucas. A
- 4 He's from Brazil. B
- 5 They're from Sydney, Australia. A
- 6 She's from Kraków in Poland. C
- 7 She's 33 and she's married. C
- 8 They are both 26. A
- 9 He's 19. B
- 10 She's a businesswoman. C
- 11 They're tourists. A
- 12 He's a student at university. B
- 13 He isn't married. He's single. B
- 14 They aren't married. They are friends. A
- 15 She isn't on holiday. She's on business. C

b 1.7 Listen and check.

PRACTICE

1a Write four true sentences and four false sentences about the people in photos A–C.

Hanna's from Poland.

Amy and Lucas are married.

b Work in pairs and read your sentences. Are they true or false? Correct the false sentences.

Amy and Lucas are married.

False. They aren't married. They're friends.

GRAMMAR

1 Complete the table.

+	Short form	–	Short form
I am	_____	I am not	I'm not
you are	you're	you are not	_____
he is	_____	he is not	_____
she is	_____	she is not	_____
it is	it's	it is not	_____
we are	we're	we are not	we aren't
they are	_____	they are not	_____

PRONUNCIATION

1a Look at audio script 1.8 on page 166. Notice the short forms.

b 1.8 Listen to the sentences.

2 Listen again and practise saying the sentences.

2a Tick the sentences that are true for you. Correct the false sentences.

You're in an English lesson. ✓

You're from Korea. *I'm not from Korea. I'm from ...*

- 1 You're Italian.
- 2 Your school's in Los Angeles.
- 3 Your classroom's very small.
- 4 Your teacher's from Ireland.
- 5 Your teacher's married.
- 6 Your mother's a businesswoman.
- 7 Your parents are on holiday.
- 8 Your English lessons are in the evening.
- 9 You're 35 years old.
- 10 You're at work.

b Work in pairs and compare your sentences.

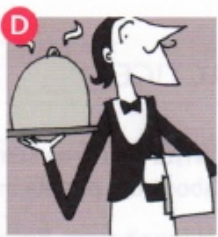
Unit 1, Study & Practice 2, page 138

Vocabulary

Jobs

1 Match the jobs in the box with pictures A–L.

a footballer a musician an engineer
a lawyer a police officer a singer
a shop assistant a doctor an actor
a waiter a businessman a businesswoman



PRONUNCIATION

1 1.9 Listen to the jobs in exercise 1. Mark the stressed syllable.

footballer musician engineer

2 Practise saying the words.

Grammar focus 3

Articles with jobs

1 Look at the two sentences. Which one is correct?

- 1 He's actor.
- 2 He's an actor.

GRAMMAR

1 With jobs we use the articles *a/an*.

<i>an</i> + vowel (a, e, i, o, u)	He's <i>an</i> actor. She's <i>an</i> engineer.
<i>a</i> + other letters	He's <i>a</i> waiter. She's <i>a</i> doctor.

PRACTICE

1a Complete the sentences with *a* or *an*.

- 1 He's _____ doctor.
- 2 I'm _____ engineer.
- 3 Susanna's _____ shop assistant.
- 4 I'm not _____ teacher.
- 5 Diego's _____ police officer.
- 6 She isn't _____ actor.
- 7 He's _____ lawyer.
- 8 I'm _____ singer.

b 1.10 Listen and check your answers.

2a Write five sentences about people you know. Include two false sentences.

I'm a teacher. Daniel's an engineer.

b Work in pairs and take turns. Say and correct your sentences.

I'm a teacher.

No, you're a student.

THOMAS BRIGGS

PERSONAL DETAILS

Phone 07744 345332
 Email thomasb@yahoo.co.uk
 Date of birth 24.06.91
 Nationality British

CORE SKILLS AND EXPERIENCE

I'm in my last year of an engineering degree and I'm now looking for a job in the electrical engineering industry. I'm a very hard-working person and I'm also very good at working to deadlines.

HOBBIES

Student card

Name: Tom Briggs
 Place of study: University of Brighton
 Course of study: Engineering
 Telephone number: 07744 345332
 Email address: thomasb@yahoo.co.uk

Mr Thomas J. Briggs
 44 Preston Road
 Brighton BN1 2PR

USEFUL LANGUAGE

a Questions

What's his/her (name / surname / full name)?
 How do you spell that?
 Where's he/she from?
 What's his/her (home/work/mobile) number?
 How old is he/she?
 What's his/her job?
 Is he/she married or single?

b Useful phrases

I don't know.
 Sorry, I don't understand.

- 2 Work in pairs. Student A: Ask Student B questions about Michiko. Complete the information about her on page 12. Student B: Ask Student A questions about Tom. Complete the information about him on page 12.

> Useful language a and b

- 3 Work in pairs and take turns. Ask and answer questions about your partner.

Hello, what's your name?

Hi, my name's João Carneiro.

SHARE YOUR TASK

Practise talking about you.

Film/Record yourself talking about you.

Share your film/recording with other students.

WORLD CULTURE

LIFE IN THE ARCTIC

Find out first

- 1a Work in pairs and discuss. What do you know about life in the Arctic? Try to answer the questions in the quiz below.

Arctic life

- 1 Which country is not in the Arctic?
 - a Canada
 - b Chile
 - c Greenland
- 2 In winter, the temperature in the Arctic is:
 - a minus 40°C
 - b 0°C
 - c 2°C
- 3 Inuits are the indigenous people of:
 - a the Antarctic
 - b the Arctic
 - c Iceland
- 4 Which of these foods are in the Arctic?
 - a fruit
 - b seafood (e.g. fish, mussels)
 - c vegetables
- 5 An igloo is:
 - a an animal
 - b a fish
 - c a house


- b Go online to check your answers or ask your teacher.

Search: Arctic map / Inuit diet / Inuit / Arctic temperature / igloo

View

- 2a You are going to watch a video about life in the Arctic. Before you watch, check you understand the meaning of the words/phrases in the box.

dangerous the sun snow ice igloo
plants mussels tea trees water

- b  Watch the video and tick the things that you see in the box.

- 3 Read the text from the video below. Then watch again and complete the gaps with the words in the box.

cold eat food friends from ice is it's

The Arctic in March: a place with no plants, no trees and no ¹_____.

Lukasi ²_____ an Inuit. He's ³_____ north-east Canada.

'In the land of the Inuit, there is nothing to grow. We can't farm anything.'

Lukasi and his ⁴_____ travel a long way to find food.

It's very ⁵_____.

They make an igloo.

Outside ⁶_____ minus 45 degrees Celsius. But in the igloo it's 16 degrees.

There is food under the ⁷_____.

It's very dangerous.

But there is something good to ⁸_____ : mussels. 'These mussels are great!'

Lukasi and his friends are very hungry. But there is food for everyone.

02

PEOPLE AND THINGS

IN THIS UNIT

- Grammar: *this/that, these/those*; Possessive 's; *have got*
- Vocabulary: Everyday objects; Family
- Task: Talk about your five favourite people
- Language live: Completing a form; Answering questions



Vocabulary Everyday objects

- 1 Work in pairs. Match the words in the box with the photos.

a bottle of water	a camera	a wallet	tissues
an identity card (an ID card)	a credit card	keys	glasses
a mobile phone (a mobile)	a dictionary	photos	a bag
a packet of chewing gum	a memory stick	coins	a watch

PRONUNCIATION

- 1 2.1 Listen to the words in exercise 1. Mark the stressed syllables.
bottle of water camera wallet

- 2 Practise saying the words, paying attention to the stressed syllables.

- 2 Work in pairs and take turns. Ask and answer the questions.

- 1 Which things are in your bag now?
- 2 Which things are always in your bag?

- 3 Close your book. Say all the objects you can remember.

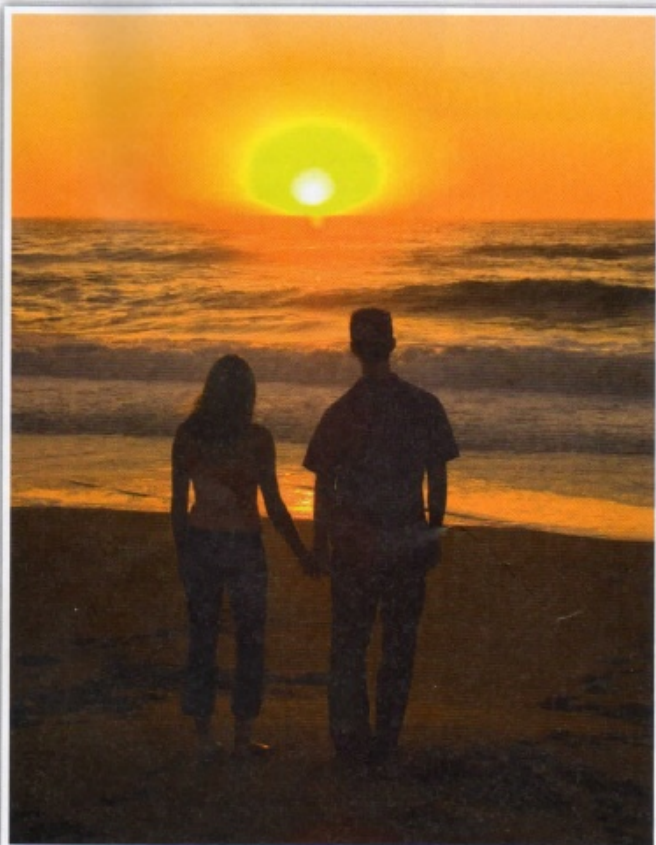
Grammar focus 2

have got

- 1 2.5 Look at the photo. Listen and complete the conversation with the words in the box.

I've got I haven't got Have you got

A: Look, that's beautiful! ¹ _____ my camera with me. ² _____ one?
B: No, but ³ _____ my mobile phone with me. Here you are.
A: Oh, thanks!



GRAMMAR

- 1 Complete the gaps.

+	I've <u>got</u> my mobile phone with me. He's/She's _____ his/her credit card. We've/They've _____ the bag.
-	I haven't _____ my watch with me. He/She hasn't _____ his/her glasses. We/They _____ the keys.
?	Have you _____ a dictionary? _____ he/she _____ a camera? _____ we/they _____ a bottle of water?

- 2 2.6 Listen and check.

3 Notice:

He's Japanese. (= he is)

He's got a Japanese car. (= he has)

PRONUNCIATION

- 1 Listen again to audio 2.6 in the grammar box.
- 2 Practise saying the sentences.

PRACTICE

- 1 Complete the sentences with the correct form of *have got*. Use short forms where possible.

- 1 I _____ a new phone. It's really good!
- 2 Sorry, I _____ the photos with me.
- 3 Ask Pedro for the time. He _____ a watch.
- 4 We _____ a dog. Her name is Amber.
- 5 _____ you _____ a dictionary?
- 6 She _____ an identity card. It's number NA342115.
- 7 I think her parents are very rich. They _____ four cars.
- 8 _____ your brother _____ the keys?

- 2a Match the questions in A with the answers in B.

A

- 1 Have you got a car?
- 2 How old is it?
- 3 What colour is it?
- 4 What kind of car is it?

B

- a It's a Honda.
- b It's about five years old.
- c Yes, I have.
- d It's red.

- b Work in pairs and take turns. Ask and answer questions about the things in the box.

a car	a mobile	a dog
a computer	a favourite bag	a cat
a dictionary	a TV in your bedroom	a camera

Have you got a mobile?

Yes, I have.

What kind is it?

It's a Samsung.

Unit 2, Study & Practice 2, page 140

LANGUAGE LIVE



Writing Completing a form

1 Work in pairs. Look at the photo and discuss. Where are the people? What do you think they are doing?

2 Match the words/phrases in A with the examples in B.

A

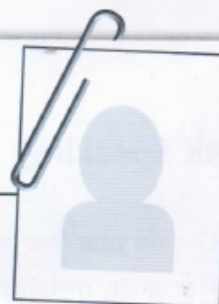
- 1 contact phone number
- 2 date
- 3 date of birth
- 4 email address
- 5 home address
- 6 first name
- 7 nationality
- 8 postcode
- 9 signature
- 10 surname
- 11 title

B

- a Richard
- b 07822 014873
- c British
- d Adison
- e richardadison@yourworld.com
- f 45a Elm Road, London
- g 7.6.2014
- h Mr/Mrs/Miss/Ms
- i 22.1.93
- j W8 9BG
- k Richard Adison

3 Complete the Student Record Form with information about you.

Student Record Form



PERSONAL DETAILS

Title: _____ First name: _____

Surname: _____

Date of birth (DD/MM/YYYY): _____

Nationality: _____

CONTACT DETAILS

Address: _____

Telephone: _____

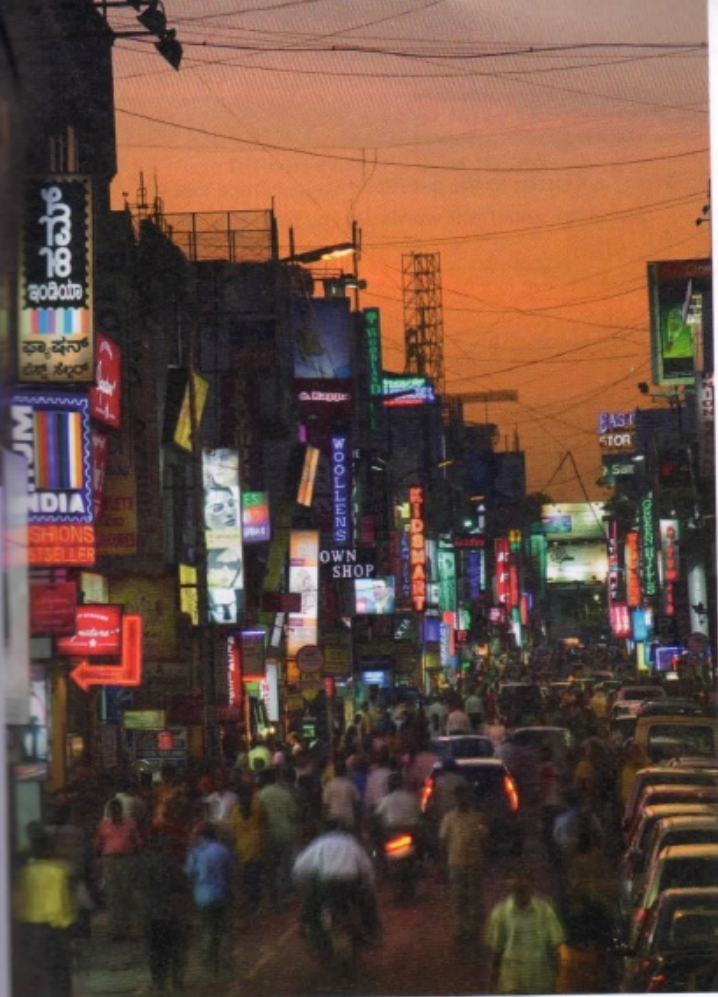
Email: _____

DECLARATION

The details here are true to the best of my knowledge.

Signature: _____

Date (DD/MM/YYYY) _____



- 3 Work in pairs. Complete gaps 1–5 with the words in the box.

go get up have live study work

I live in a house/flat.
in a big city / in a small town.
with my parents/friends.

1 I _____ to work/school by car/train/bus.
to bed early/late.
out a lot.

2 I _____ breakfast at home.
lunch/dinner in a restaurant/café.
a shower/bath in the morning/evening.

3 I _____ very hard.
English/economics.
at university.

4 I _____ in an office / in a school/hospital.
at home.
for a big company.

5 I _____ early on weekdays.
at 7.30 a.m.
late at the weekend.

Grammar focus 1

Present simple: positive and negative (I, you, we, they)

- 1 Read the text again and find three negative verbs.

GRAMMAR

- 1 Complete the gaps.

+	I <u>live</u> in a flat.
	You _____ to work by bus.
	We _____ dinner in a restaurant.
	They _____ in an office.
-	I <u>don't</u> live in a flat
	You _____ go to work by bus.
	We _____ have dinner in a restaurant.
	They _____ work in an office.

PRACTICE

- 1 Complete the sentences and add more information to make them true for you.

I don't live (live) in a house. I live in a flat.

- 1 I _____ (get up) very early.
2 I _____ (have) breakfast with my family.
3 I _____ (go) to work by bus.
4 I _____ (have) lunch in a café.
5 I _____ (go) out a lot in the evenings.
6 I _____ (study) in the evening.
7 I _____ (go) to bed early.

- 2a Write six sentences about you using the ideas in the box.

live in a small town get up late at the weekend
go to restaurants a lot study a lot at the weekend
have a big meal for lunch work very long hours
live on my own get up before 6.00 a.m.
go to bed after midnight study English after work/school
have a big family work at home

- b Work in pairs and compare your answers. Find six things you have in common.

We live in a small town.

We don't have a big meal for lunch.

Unit 3, Study & Practice 1, page 142



USEFUL LANGUAGE

a Asking about life in a village, town or city

Do most people live in houses or flats?
 What time do children start school?
 Where do most people have lunch?
 Do shops close at (lunchtime)?
 Do most people have dinner at home?
 What time do restaurants close?
 Do shops open on (Sunday)?
 What time do people have dinner?

b Describing life in a village, town or city

Most people live in houses.
 Most people live in the city centre.
 Children start/finish school at ...
 Most people don't go home ...
 Most shops open/close at ...
 Most people have lunch/dinner at ...
 Restaurants/pubs open/close at ...



Task Speaking

1a Think of your favourite village, town or city. Look at questions 1–8 in the questionnaire and make a note of your answers. Ask your teacher for any words/phrases you need.

b Work in pairs and take turns. Ask and answer questions 1–8. Make a note of your partner's answers.

> Useful language a

2 Work in groups and take turns. Describe your favourite place or your partner's favourite place.

> Useful language b

SHARE YOUR TASK

Practise describing your favourite place or your partner's favourite place.

Film/Record yourself describing the place.

Share your film/recording with other students.

WORLD CULTURE

INDIAN RAILWAY

Find out first

- 1a Work in pairs and discuss. How much do you know about India? Try to answer the questions in the quiz.

What do you know about India?

- 1 What is the capital city of India?
a Delhi
b Kolkata
c Mumbai
- 2 Shimla is in the _____ of India.
a centre
b north
c south
- 3 What is the average temperature in Delhi in June?
a 20°C
b 30°C
c 40°C
- 4 How many kilometres of railway are there in India?
a 640
b 6,400
c 64,000
- 5 Do you see snow in India?
a No, never
b Yes, sometimes
c Yes, all the time

- b Go online to check your answers or ask your teacher.


Search: India capital / Shimla map / Delhi temperature / India railway / India snow

View

- 2a You are going to watch a video about a family in India. Before you watch, check you understand the meaning of the words/phrases in the glossary.

GLOSSARY

<i>colonial times</i>	the time when the British governed India
<i>station master</i>	the manager at a railway station
<i>porter</i>	a person who helps passengers with their bags
<i>prediction</i>	a guess about the future

- b  Watch the video. Number the people (1–5) in the order you see them.

- Sanjay Geera
- a British tourist on the train
- a porter
- Satna (Sanjay's wife)
- Sanjay's son

- 3 Read the sentences. Then watch again and choose the correct answers.

- 1 Shimla is a **big** / **small** city.
- 2 In colonial times, the British came to Shimla because of the **weather** / **railway**.
- 3 **Five** / **Six** trains come to Shimla every day.
- 4 Sanjay is a **porter** / **the station master** at Shimla Station.
- 5 About **fourteen** / **forty** porters work at Shimla Station.
- 6 Sanjay and his wife Satna live in **Shimla** / **Summerhill**.
- 7 Satna's job is in a **office** / **school** in Shimla.
- 8 Her train is at **8.00** / **8.30** every morning.
- 9 Their children go to **school** / **university** in Shimla.

04

LIKES AND DISLIKES

IN THIS UNIT

- Grammar: Present simple: positive and negative (*he/she/it*); Present simple: questions and short answers (*he/she/it*)
- Vocabulary: Activities; Phrases for time and frequency
- Task: Choose a holiday activity
- Language live: Meeting people; Introducing a friend



Vocabulary Activities

- 1 Work in pairs and look at the photos. Which of the activities in the box can you see?

going for walks
dancing
cycling
reading
cooking

spending time with friends
playing computer games
watching sport
spending time on the internet
swimming

- 2 Work in pairs and take turns. Ask and answer questions about what you like and don't like. Use the activities in exercise 1 and your own ideas.

Do you like cooking?

No, I don't. I hate it!

Listening

A typical pop star?

1a 4.1 Work in pairs. Listen to the first part of a podcast about Adele. Answer the questions.

- 1 Is Adele from the UK or the USA?
- 2 Is she a singer or an actor?

b 4.2 Listen to the second part of the podcast. Tick the things you hear them talk about.

- her house
- her boyfriend
- her friends
- her concerts
- her clothes
- her plans for the future

2 4.3 Listen to the whole podcast about Adele and choose the correct answers.

- 1 Adele is from **London** / **Edinburgh**.
- 2 Her house is in **America** / **England**.
- 3 She has a pet **cat** / **dog**.
- 4 Penny is her **mother** / **sister**.
- 5 She is nervous about **big concerts** / **meeting people**.
- 6 She likes **simple** / **crazy** clothes.
- 7 Her favourite colour for clothes is **blue** / **black**.

3 Work in pairs and discuss. Adele isn't a typical pop star. Why not?



Grammar focus 1

Present simple: positive and negative (he/she/it)

1 Look at audio script 4.2 on page 168 and underline the verbs. Which are positive? Which are negative?

GRAMMAR

Present simple: *he/she/it* form

1 Complete the gaps.

+	She lives in a big house. She _____ simple black clothes.
-	She doesn't like doing big concerts. She _____ have lots of crazy clothes.

2 Notice these *he/she* forms.

have *She has some close friends.*

go *She goes to restaurants.*

do *She does some big concerts.*

Likes/dislikes with nouns and *-ing*

She likes comfortable clothes. *She doesn't like flying.*

She hates the food on aeroplanes. *She loves singing.*

PRONUNCIATION

1 4.4 Look at audio script 4.4 on page 168. Listen to the *he/she/it* form of the verbs in the sentences. Count the number of syllables in the verbs.

likes = 1 watches = 2

2 Practise saying the sentences.

PRACTICE

1a Write four true and four false sentences about what Adele likes and doesn't like. Use the ideas below.

go to restaurants *She hates going to restaurants.*

1 go for walks with her dog

2 fly

3 her dog

4 her mother

5 spend time with friends

6 do big concerts

7 black clothes

8 the food on aeroplanes

b Work in pairs and take turns to say your sentences. Are your partner's sentences true or false?

Reading and vocabulary

Phrases for time and frequency

1a Read the article below about life's winners. Match statements 1–5 with the pictures.

b Work in pairs and discuss.

- Which statement in the article do you like most?
- Which of the winning habits do you have?

2a Complete the phrases with the correct preposition.

- 1 _____ the morning
- 2 _____ the afternoon
- 3 _____ the evening
- 4 _____ the weekend
- 5 _____ weekdays (Monday–Friday)

b Read the article again and check your answers.

3 Put the adverbs in the box in the best place on the line.

often sometimes usually not often

100% ← ————— → 0%
always _____ never

4a Complete the sentences with *always*, *never*, *often*, *sometimes* or *usually* to make them true for you.

- 1 I _____ go shopping at the weekend.
- 2 I _____ check my email in the morning.
- 3 I _____ watch sport on television in the evening.
- 4 I _____ go out without my mobile phone.
- 5 I _____ go to sleep in the afternoon.
- 6 I am _____ late for class.
- 7 I _____ read computer magazines.
- 8 I _____ do my homework in the evening.

b Work in pairs and compare your sentences.

Unit 4, Study & Practice 2, page 144



Some people are life's winners!

Are you one of life's winners? Are you a winner in your job, in a sport or in life? If so, which of these winning habits do you have?

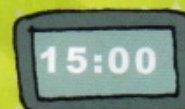
- 1 Winners are always positive. They see solutions, not problems.
- 2 Winners never, never, never say, think or do negative things!
- 3 Winners are usually early birds. In the morning, on average, successful people get up two hours before the rest of us. But only on weekdays, because at the weekend it's time to relax in bed.
- 4 Winners often have a rest in the afternoon. And in the evening, they make time to relax with friends and family.
- 5 Winners sometimes make mistakes. But they learn from their mistakes, and they never make the same mistake again!



Yes,
I can...



No,
I can't...



Grammar focus 2

Present simple: questions and short answers (he/she/it)

- 1 Read about Olympic athlete Denise Lewis and choose the correct answers.
- 1 She does **seven** / **nine** sports in her Olympic event.
 - 2 She lives in **Birmingham** / **London**.



DENISE LEWIS

Olympic athlete Denise Lewis comes from Birmingham, England's second city. She was a gold medal winner in the heptathlon – seven different athletic events – at the 2000 Olympic Games in Sydney. Now she often appears on British TV and radio as an athletics commentator. She also works for a charity, helping young people to play sport. In her free time, she likes dancing and she plays tennis and golf. She lives in London with her husband, Steve, and their three children.

- 2a Complete the questions about Denise Lewis with the words in the box.

come	does	have	live
play	where	who	like

- 1 Does Denise Lewis _____ from England?
- 2 _____ she appear on TV?
- 3 _____ does she work for?
- 4 Does she _____ in Birmingham now?
- 5 Does she _____ dancing?
- 6 What other sports does she _____ ?
- 7 _____ does she live now?
- 8 How many children does she _____ ?

- b Read the text again and answer the questions.

GRAMMAR

Questions and short answers with he/she/it

- 1 Complete the question and answer below.

A: **Does** Denise Lewis **live** in London?

B: Yes, she **does**.

A: _____ she **live** in Birmingham?

B: No, she _____.

Wh- questions

Where **does** Denise Lewis **live**? What sports **does** she **do**?

PRONUNCIATION

- 1 4.5 Listen to the questions in exercise 2a. How is **does** pronounced? Is it the strong form /dʌz/ or the weak form /dəz/?
- 2 Practise saying the questions.

PRACTICE

- 1 Match questions 1–6 with the answers in the box.

Yes, she does.	No, she doesn't.
Her family.	She likes dancing.
From Birmingham.	She also does charity work.

- 1 Where does Denise come from?
- 2 Does she work on TV?
- 3 What other work does she do?
- 4 What does she like doing in her free time?
- 5 Does she live in Birmingham?
- 6 Who does she live with?


- 2 Complete the questions.

- 1 _____ 's his/her name?
- 2 Where _____ he/she come from?
- 3 _____ does he/she live now?
- 4 _____ he/she work or study?
- 5 Where _____ he/she work/study?
- 6 _____ he/she like his/her job/studies?
- 7 _____ does he/she like doing in his/her free time?
- 8 _____ he/she play a sport?

- 3 Work in pairs and take turns. Student A: Turn to page 133. Student B: Turn to page 134. Ask and answer the questions in exercise 2.

What's his/her name?

His/her name's ...

- 3  4.6 These four people want to do a holiday course. Listen and make a note of what each person likes and doesn't like.



I love being in the fresh air.
Lucy, 28, Australia




I like being alone sometimes.
Juan, 20, Spain



I think I'm a very creative person.
Cassia, 22, Brazil



I'm a professional musician.
Tom, 35, Great Britain

- 4a  4.7 Listen to two students talking about the holiday courses. Work in pairs and answer the questions.

- 1 Which person are they talking about?
- 2 What do they decide?

- b Listen again and tick the phrases you hear in the Useful language box.

Task Speaking

- 1a You are going to decide on holiday courses for the other three people. Read the advert again and look at the information about each person. What do you think is the best course for each person?
- b Work in groups and agree on the best holiday course for each person. Ask your teacher for any words/phrases you need.

> Useful language a–c

- 2 Report back to the class. Say which holiday course you chose for each person and why.

USEFUL LANGUAGE

a Giving and asking for an opinion

Maybe the (painting) course is good for ...

What do you think?

I think the (sailing course) is good for her ...

b Giving reasons

... because she likes being outside.

... he/she says he likes eating.

c Agreeing and disagreeing

No, I don't think so.

I'm not sure.

Yes, you're right.

Yes, I agree.

I don't agree.

SHARE YOUR TASK

Practise talking about which holiday courses you chose and why.

Film/Record yourself talking.

Share your film/recording with other students.

Writing

Introducing a friend

- 1 Look at the photos. Match the questions about Takashi in A with the answers in B.

A

- 1 What's his name?
- 2 Where does he come from?
- 3 Where does he live now?
- 4 What does he do?
- 5 Where does he work?
- 6 What does he like about life in London?
- 7 What doesn't he like about life in London?
- 8 Does he like the people in London?

B

- a He's a musician.
- b In a bar called East and West.
- c His name's Takashi.
- d Yes, he does. They're very nice when you know them.
- e The weather!
- f He lives in London.
- g From Okinawa in Japan.
- h He likes the international atmosphere.



- 2 Use the information in exercise 1 to complete the email about Takashi.

To: Anna

Subject: Your visit to London

Message: Draft

Hello, Anna!

When you go to London, phone my friend Takashi! He loves having visitors. Takashi comes from ¹ _____ but now he lives in ² _____. He's a ³ _____ and plays the piano. He likes ⁴ _____ in London, but he doesn't like ⁵ _____! He thinks the people in London are ⁶ _____.

Have a great time!

Love,
Mimi

- 3 Think of someone you know (or invent someone). Look at the questions in exercise 1 and complete the notes below.

His/Her name's _____.
 He/She comes from _____ in _____.
 Now he/she lives in _____.
 He's/She's a/an _____. (job)
 He/She works/studies in/at _____.
 He/She likes _____.
 He/She doesn't like _____.
 He/She thinks the people in _____ are _____!

- 4 Write a description of the person. Use the description of Takashi in exercise 2 and your notes from exercise 3 to help you.

AFTER UNIT 4 YOU CAN ...

Ask and answer questions about someone's routine.

Talk about things you like and don't like doing.

Express your opinion, agreement and disagreement.



9 things you didn't know about world travel

Did you know that ...

- 1 In the USA, 74% of people drive a car. In Japan, it's 59%; and in Germany, it's _____. The average American family owns 1.9 cars.
- 2 More than 100 million people in the world ride a bicycle. About a third of these people are in China. In the Netherlands, about 30% of people choose to ride a bicycle. But in the USA, it's only about _____%.
- 3 In Italy, a country of 60 million people, _____ people have scooters. In Rome, 500,000 people ride scooters, so they can get about easily in the city traffic.
- 4 In Italy, the average journey to work is about 25 minutes; and in the USA, it's about 32 minutes. In Great Britain, it's about _____ minutes – that's nearly 200 hours a year travelling to and from work.
- 5 Every day, more than _____ people travel into the centre of London: 77% take a bus or train, about 20% drive and only 3% walk to work.
- 6 There are over _____ underground train systems in the world, including those in Paris, Shanghai, Mexico City, Seoul, Moscow, Madrid and Tokyo.
- 7 The London Underground, or the 'Tube', has _____ stations. Over 1,000 million passengers use the Tube every year.
- 8 The underground train system in Tokyo is very efficient: people usually wait no more than _____ minutes for a train. The only problem is that it's sometimes difficult to get on or off a train because they're often very crowded.
- 9 The two busiest international airports are Hartsfield-Jackson Airport in Atlanta, USA, with 71 million passengers every year, and Beijing Capital International Airport, with _____. That means about 160 people fly to Atlanta every minute.

4a Work in pairs. Read the article and discuss. Which numbers go in the gaps?

2	5	53	160	45
270	1 million	9 million	60 million	

b 5.1 Listen and check.

5a Choose the correct answers.

- 1 **drive / ride** a car
- 2 **drive / ride** a bicycle
- 3 **drive / ride** a scooter
- 4 **take / go** a bus or train
- 5 walk **to / for** work
- 6 wait **to / for** a bus or train
- 7 get **on / in** a bus or train
- 8 get **out / off** a bus or train
- 9 fly **in / to** the airport

b Read the article again and check your answers.

PRONUNCIATION

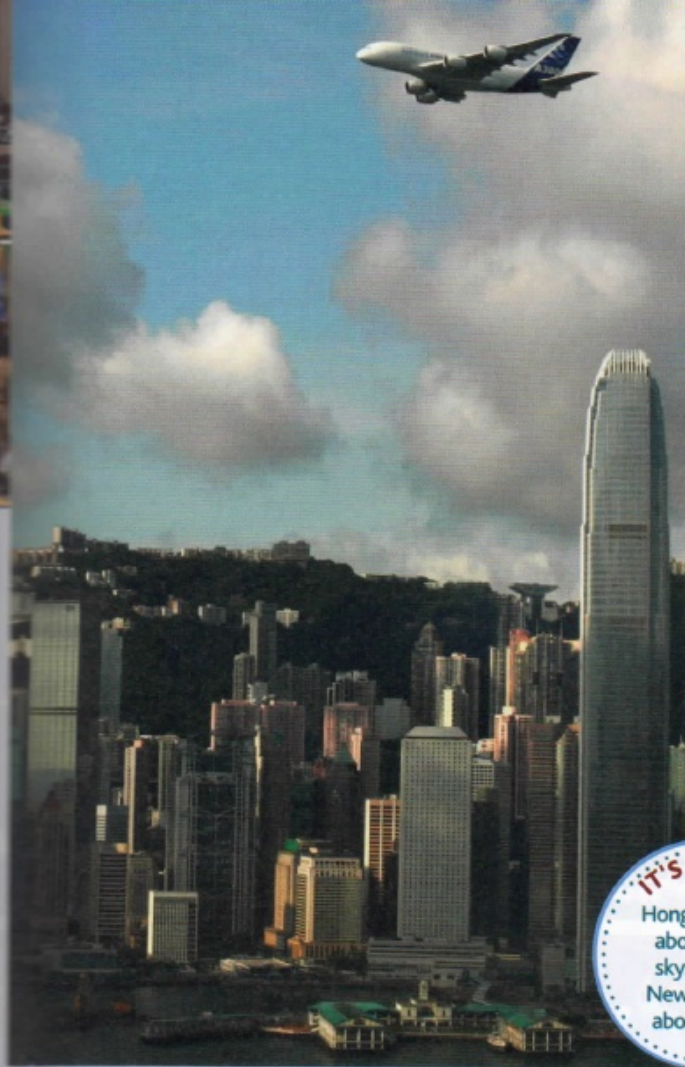
1 5.2 Listen to the phrases in exercise 5a. Notice the pronunciation of words with /ə/ (e.g. a, the, to, for).

2 Practise saying the phrases.

6a Look at the statements below. Which are true for your town or city? Correct the false statements.

- 1 Most people drive small cars.
- 2 People always wait in a queue to get on a bus.
- 3 People often fly from one city to another.
- 4 Not many people walk to the shops.
- 5 A lot of people ride bicycles to work.
- 6 Traffic is a problem all day.
- 7 Buses are very crowded.
- 8 Taxis drive very slowly.
- 9 Trains and buses are very cheap.
- 10 A lot of people ride scooters in the city centre.

b Work in pairs and compare your sentences.



IT'S A FACT!
Hong Kong has about 8,000 skyscrapers. New York has about 4,000.

GRAMMAR

- 1 We use **can** for things it is possible to do or things we are able to do.

You can fly direct to more than 160 destinations.

You can smoke in Terminal 2.

A: *Can you play golf near the airport?*

B: Yes, you **can**.

- 2 We use **can't** for things it is not possible to do or things we are not able to do.

A: *Can you smoke in most airports?*

B: No, you **can't**.

PRONUNCIATION

- 1 Listen again. Notice the pronunciation of **can** and **can't**.

- 2 Practise saying the sentences.

- 2 5.5 Listen to Mei Ling talking about things you can and can't do in Hong Kong. Tick the things you can do. Cross the things you can't do.

- travel by tram
- eat and drink on the underground trains
- find a seat easily on the underground trains
- find a taxi quickly
- use a special travel card on all public transport
- buy food and drink with the special travel card

PRACTICE

- 1a Complete the sentences about Hong Kong International Airport with **can** or **can't**.

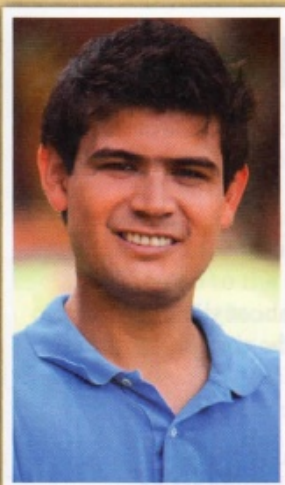
- 1 You _____ eat at all times of the day and night.
- 2 You _____ sleep in Terminal 1.
- 3 You _____ play golf near the airport.
- 4 You _____ smoke in Terminal 1.
- 5 A: _____ you smoke in Terminal 2?
B: Yes, you _____.
- 6 A: _____ you sleep in Terminal 1?
B: No, you _____.

- b 5.4 Listen and check.

- 3 Work in pairs and take turns. Ask and answer questions about a town or city you know, using the ideas in exercise 2. Add two more questions of your own.

Can you travel by tram in your town?

No, you can't.



My name is **Ignacio** and I'm 27 years old. I live with my family in **a house** in **Mexico City**, the capital city of **Mexico**. It's a fantastic city, but we have a real problem with traffic. Most people come to work **by car**, so it's very busy **in the morning** when they come into the city centre and in the evening when they go home. I'm **an engineer** and I work for an international company, from **nine to five**, Monday to Friday. I have a company car and my journey **to work** takes about 40 minutes. I also use my car **at the weekend** when I play football with my friends.



Grammar focus 2

Articles: *a/an, the* and *no article*

1 Read about Ignacio and answer the questions.

- 1 Where does Ignacio live?
- 2 What's his job?
- 3 What does he do at the weekend?

GRAMMAR


1 Complete the rules about articles with *the, a/an* or – (no article). Look at the words in bold in exercise 1a to help you.

- 1 We use _____ :
 - with jobs.
 - with a singular noun to mean 'one'.
- 2 We use _____ :
 - when there is one of something (e.g. the capital city of Mexico).
 - with parts of the day (e.g. in the morning).
 - with names of some countries (e.g. the USA).
 - with some phrases (e.g. at the weekend, on the left).
- 3 We use _____ :
 - with names of people.
 - with most names of cities/countries.
 - with *by* and a type of transport (e.g. by car).
 - with some phrases (e.g. at home, to work, nine to five).

PRACTICE

1a Choose the correct answer: *a, an, the* or – (no article).

- I live in **the** / – Dublin. It's **a** / **the** capital city of – / **the** Ireland.
- This is my cousin. Her name is **the** / – Lucia and she's **a** / **an** actor.
- I'd like to study English in – / **the** USA or in – / **the** UK.
- He goes to **the** / – work by **a** / – bus, from – / **the** Monday to – / **the** Friday.
- I work in **a** / – shop from **the** / – ten to **the** / – four at **the** / – weekend.
- She likes staying at **the** / – home in **the** / – evening and watching TV.

b  5.6 Listen and check.

2a Write full answers to the questions.

- Where do you live?
- Where does your family come from?
- What is your job?
- How do you travel to school or work?
- What other ways can you travel to school or work?
- What is your favourite day of the week? Why?
- What is your favourite time of day? Why?
- During the week, what do you usually do in the morning, in the afternoon and in the evening?
- At the weekend, what do you usually do in the morning, in the afternoon and in the evening?

b Check your answers. Are the articles correct?

c Work in pairs and take turns. Ask and answer questions 1–9.

3a Look at the quiz and complete the gaps with *a, an, the* or – (no article).

b Work in pairs. Look at the words in bold in the quiz. Are statements 1–7 true (T) or false (F)?

c Check your answers on page 133. Which information is the most surprising?

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MEXICO QUIZ

TRUE OR FALSE?

- Mexico has got borders with three other countries: _____ Guatemala, _____ **Costa Rica** and _____ USA.
- The national language is _____ **Portuguese**, but many people understand _____ English, especially in tourist areas and near the borders.
- The population of _____ Mexico City, including the surrounding area, is about **18 million**.
- There are _____ lot of traffic problems, so from _____ Monday to _____ Friday you can only drive your car into the city centre **four** times.
- Many Mexicans travel around by _____ taxi. The traditional colours for taxis in _____ city centre are **green** and **gold**.
- Offices are usually open in Mexico City from **7.00** in _____ morning to 7.00 in _____ evening.
- There are many famous Mexicans. For example:
 - Thalía: she's _____ **businesswoman**.
 - Carlos Slim Helú: he's _____ **singer**.
 - Salma Hayek: she's _____ **actor**.



How do you travel ... ?

1 _____

(How / travel / to school or work every day?)

- a by bus b by car
c by train d on foot e other

2 _____

(How long / your journey / take?)

- a 1-10 minutes b 10-20 minutes
c 20-45 minutes d 45 minutes +

3 _____

(How far / walk / every week?)

- a 0-5 km b 6-10 km
c 10-15 km d more than 15 km

4 _____

(Which of these things / can / do?)

- a drive a car b ride a bike
c ride a scooter d drive a van

5 _____

(How often / travel by car?)

- a every day b once a week or less
c several times a week d never

6 _____

(How often / use public transport?)

- a every day b often, but not every day
c once a week or less d never

7 _____

(What / think of / public transport in your town?)

- a excellent b good
c OK d not good e don't know

8 _____

- a _____ b _____
c _____ d _____ e _____

USEFUL LANGUAGE

a Asking questions

How do you travel to school/work/university (every day)?

Do you live near a bus stop / train station?

How long does your journey take?

How far do you walk ... ?

Can you drive a (car)?

Can you ride a bike?

How often do you ride a bike in the evenings?

How often do you use public transport?

b Answering

I go by (bike).

My journey to work takes (an hour).

I can/can't drive a (car).

I haven't got a car.

I don't use public transport (much / very much).

c Summarising

He/She comes to school/work by ...

His/Her journey takes ...

He/She walks about ... a week.

He/She can/can't (drive a car, ride a bicycle).

He/She uses public transport / drives a car ...

He/She thinks the public transport in ... is ...

2a Work in pairs and take turns. Ask and answer the questions in the survey. Make a note of your partner's answers.

b Work in groups. Tell other students about your partner's answers to the survey.

> Useful language c

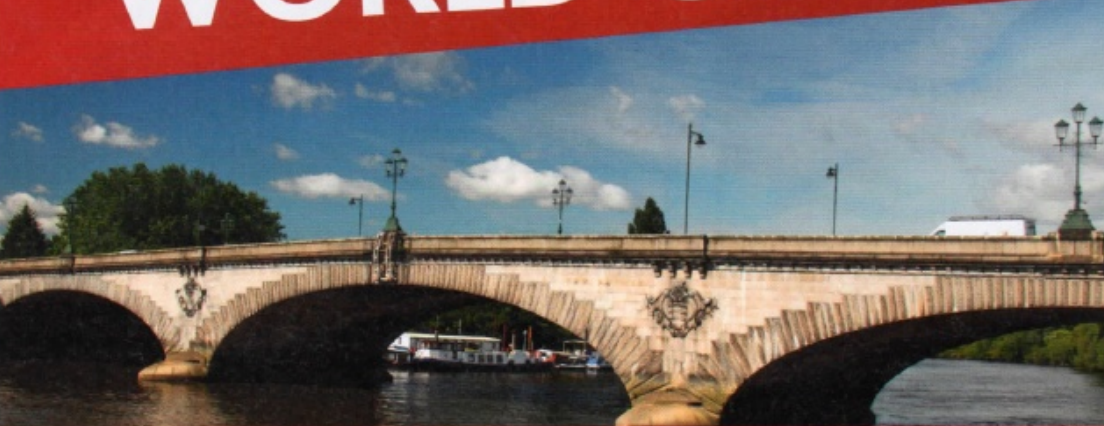
SHARE YOUR TASK

Practise talking about your partner's answers to the survey.

Film/Record yourself talking.

Share your film/recording with other students.

WORLD CULTURE



RACE ACROSS LONDON

Find out first

- 1a Work in pairs. Look at the photos and discuss. Which famous places in the box can you see? Do you know any other famous places in London?

Canary Wharf London City Airport
Tower Bridge the River Thames
Kew Bridge

- b Read about the famous places below. Try to guess the correct answers.

London landmarks

- The River Thames goes from the west of England, through London and to the sea – a distance of **246 km / 346 km**.
- Kew Bridge is in West London. It's about **110 / 180** years old.
- Tower Bridge is a famous tourist attraction in London. It is next to the **Houses of Parliament / Tower of London**.
- Canary Wharf is an important **business centre / shopping centre** in East London.
- London City Airport is a **large / small** airport in East London.

- c Go online to check your answers or ask your teacher.

Search: Thames length / Kew Bridge opened / London City Airport / Tower Bridge / Canary Wharf

View

- 2a You are going to watch a video about a race across London. Before you watch, check you understand the meaning of the words/phrases in the glossary.

GLOSSARY

rush hour the time when people travel to/from work
speed limit the maximum kilometres per-hour you can travel
Top Gear a popular UK TV programme about cars

- b Watch the video. Complete the table with the type of transport each presenter uses in the box below. Then number the presenters (1–4) in the order they finish the race.

bicycle speedboat car public transport

				
Type of transport				
Order in the race (1–4)				

- 3 Watch again and complete the gaps with the numbers in the box.

14 20 ... 25 ... 18 28 80

- The distance from Kew Bridge to London City Airport: _____ km
- The speed limit on the River Thames in Central London: _____ kph
- Jeremy's speed at Tower Bridge: _____ kph
- James's speed in Central London: _____ kph



FIND OUT MORE

- 5a Look at the famous races in the box below. What do you know about them?

Tour de France	University Boat Race
New York City Marathon	Dubai World Cup
Monaco Grand Prix	

- b Go online to find out more about each race and answer the questions.

- 1 What kind of race is it?
- 2 Where does it happen?
- 3 When does it happen?
- 4 Who was the last winner?

Search: [name of race] + date/winner

World view

- 4a Look at the statements below. Tick the ones that are true for you.

- ☐ Cycling is a popular sport in my country.
- ☐ I like Formula One racing.
- ☐ Camel racing is a popular sport in my country.
- ☐ There is a marathon in my city every year.
- ☐ You can watch horse racing on TV in my country.
- ☐ Public transport is very cheap in my country.
- ☐ A lot of people use bicycles to get to work in my country.

- b Work in pairs and compare your answers.

Write up your research

- 6 Write about one of the races you researched. Use the prompts below to help you.

The _____ (name of race) is a _____ (type of race) race.

The race happens in _____ (month/months) in _____ (name of town/city).

I am (not) interested in this race because _____.

- 7 Write about another famous race, either in your country or in another country. Use the prompts in exercise 6 to help you.



AFTER UNIT 5 YOU CAN ...

Talk about things you can and can't do.

Give your opinion about transport where you live.

Ask and answer questions about your transport and travel arrangements.

Research famous races online.

Reading

1a Work in pairs. Look at the photos and discuss the questions.

- Which three countries / parts of the world do you think the photos show?
- What kind of food do you think people eat there?

b Read the article and check your answers.

2 Read the article again. Match statements 1–8 with diets A–C.

- 1 They eat a lot of fish.
- 2 They eat a lot of olive oil.
- 3 They eat a lot of vegetarian food.
- 4 They eat vegetables as a main dish.
- 5 They eat vegetables for breakfast.
- 6 They use spices when they cook.
- 7 They don't eat large amounts of food.
- 8 They take a long time to eat their dinner.

3 Work in pairs and discuss.

- What are your favourite types of food?
- Which food don't you like?



Healthy diets around the world

Harry Chen is a fitness expert. In his new book, he describes three healthy diets from around the world and tells us what we can learn from them.

A The Japanese diet

People in Japan are generally very healthy and one of the main reasons is fish. The Japanese diet includes a lot of fish, which contains healthy oil. Another reason is that they also eat a lot of fruit and vegetables – for any meal, including breakfast. People in Japan eat less than in other countries. This is because: firstly, people eat small portions on separate small plates, not one big plate. Secondly, some people eat until they are about 80 percent full, then wait for ten minutes to see if they are still hungry. This is called *hara hachi bu*.

B The Mediterranean diet

Health experts know that a lot of oil in your diet is unhealthy. The Mediterranean diet (for example, in Greece, Italy and Spain) contains a lot of oil, but it is a very healthy diet. This is because they use olive oil, which is good for your heart. Another important factor is that they eat a lot of fruit and vegetables. Vegetables in these countries are often main dishes, not just side dishes. Finally, people in this area eat with family and friends and sometimes a meal lasts several hours. This means people are relaxed and they don't eat too much.

C The South Indian diet

There are many different regions in India with different types of food. The South Indian diet is especially healthy as it contains a lot of fruit and vegetables. There is a long tradition of vegetarian food in this area. They eat some meat, but not much. In South India, they add a lot of herbs and spices, like cinnamon and turmeric, to their cooking. The spices not only make the food delicious and attractive, but they are also good for digestion. Health experts also know that some of these spices can fight diseases, such as heart disease and cancer.

Vocabulary

Food pairs


- 1a Match the words in box A with the words in box B to make word pairs.

A fruit herbs knife salt bread
fish sweet tea food

B chips coffee spices pepper vegetables
butter sour fork drink

fruit and vegetables

herbs and spices

- b  6.3 Listen and check. For word pairs like these, we always say the words in this order and not the other way round (e.g. NOT vegetables and fruit).

PRONUNCIATION

- 1 Listen again to the word pairs. Notice that the main stress is usually on the second word and the secondary stress is usually on the first word.

fruit and vegetables

- 2 Practise saying the word pairs.

Grammar focus 2

how much and how many

- 1a Work in pairs and do the quiz below.

- 1 How much chocolate does the average British person eat every year?

a 1 kg b 11 kg c 21 kg

- 2 How much rice does the average British person eat every year?

a 4 kg b 55 kg c 96 kg

- 3 How many potatoes does the average British person eat every year?

a 125 b 500 c 880

- 4 How many cups of tea does the average British person drink every year?

a 730 b 1,095 c 1,460

IT'S A FACT!

In Britain, 98% of people have milk with their tea and 45% have sugar.



- b Check your answers on page 134.

GRAMMAR

- 1 Choose the correct answers.

When we ask questions, we use:

- 1 *how many* with **countable** / **uncountable** nouns.
2 *how much* with **countable** / **uncountable** nouns.

PRACTICE

- 2 Work in pairs and take turns. Student A: Say one word of a word pair. Student B: Say the word pair. Pay attention to word stress.

knife ...

knife and fork

pepper ...

salt and pepper



- 1a Complete the questions with *how much* or *how many*.

- 1 _____ water do you drink every day?
- 2 _____ cups of tea or coffee do you drink every day?
- 3 _____ sugar do you have with your tea or coffee?
- 4 _____ oil and butter do you eat with your food?
- 5 _____ red meat do you eat every week?
- 6 _____ bread, rice and pasta do you eat every day?
- 7 _____ vegetables do you eat every day?
- 8 _____ fruit do you eat every day?
- 9 _____ sweets and biscuits do you eat every day?
- 10 _____ hours' sleep do you have every night?
- 11 _____ time do you spend on a computer every day?
- 12 _____ kilometres do you walk every day?

- b Work in pairs and take turns. Ask and answer the questions.

How much water do you drink every day?

I drink about six glasses of water every day.

Task

Describe a favourite place to eat



Preparation Listening

1 Work in pairs. Look at the photos and discuss.

- When you have a special meal with your family or friends, do you usually go to a restaurant or stay at home? Why?
- What kind of restaurant do you prefer: a cheap local restaurant or an expensive restaurant? Why?

2a 6.4 Listen to three people talking about their favourite place to eat. Write J (Jo), T (Tristan) or K (Kate) next to the sentences below.

- 1 He/She loves fish and chips.
- 2 He/She doesn't like expensive restaurants.
- 3 He/She likes noodles with meat.
- 4 He/She often goes to a restaurant for lunch.
- 5 He/She always has Sunday lunch with his/her family.
- 6 He/She thinks it's a great place to go with your friends.

b Listen again and tick the phrases you hear in the Useful language box.



Menu	Small	Medium	Large
Cappuccino	£2.10	£2.45	£2.70
Espresso	£1.70	£1.90	£2.10
Americano	£1.60	£1.80	£2.00

Muffins all £1.50
(chocolate, blueberry, banana)

Speaking

Ordering food and drink

1 Look at the menu and answer the questions.

- How many sizes of cappuccino can you get?
- How many flavours of muffin can you get?

2 Watch the video and answer the questions.

- What does customer A order? How much does it cost?
- What does customer B order? How much does it cost?

3a Complete the phrases with one word only.

- Hello, I'd _____ a coffee, please.
- _____ you like a cappuccino?
- Anything _____?
- _____ I have one of those, please?
- Eat _____ or takeaway?
- _____ 's £3.95, please.
- What _____ you like?
- Small, _____ or large?
- _____ you.
- You're _____.
- How much is _____?
- Keep the _____.

b Watch and listen to the key phrases and check your answers.

PRONUNCIATION

- Watch and listen again to the key phrases. Do they sound polite and friendly?
- Practise saying them, using polite, friendly intonation.

4 Work in pairs. Student A: You are the server in a café. Student B: You are the customer. Use the menu from exercise 1 and the ideas below to prepare and practise a conversation. Remember to be friendly.

Student A

Greet customer and ask what he/she would like.

Ask about size (R, M, L).

Ask if he/she would like anything else.

Ask if he/she would like anything else.

Give the total.

Reply.

Student B

Order something to drink (tea/coffee).

Reply.

Yes – ask for something to eat.

No – ask how much.

Give the money.

Thank the server.

AFTER UNIT 6 YOU CAN ...

Ask and answer questions about food (using *there is/are, how much/many*).

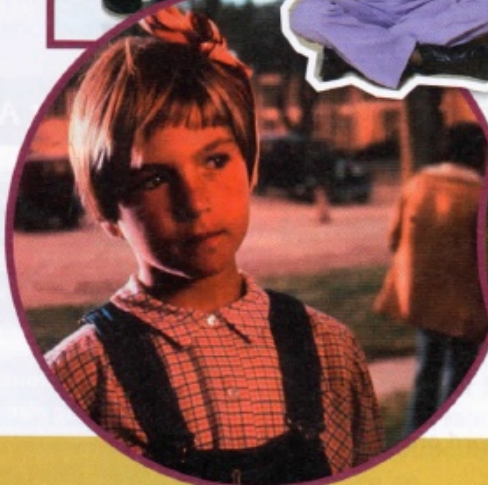
Write a short description of a café or restaurant.

Order food and drink in a café or restaurant.

LIFE
STORIES

IN THIS UNIT

- Grammar: Past simple: was/were; Past simple: regular and irregular verbs
- Vocabulary: Life events; Past time phrases
- Task: Tell a life story
- World culture: The Information Age



Amazing children

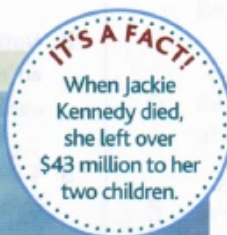
What do you know about them?

- The composer Wolfgang Amadeus Mozart was from:
a Austria b Germany c Russia
- The Jackson 5 – with lead singer Michael Jackson – were a famous pop group in:
a the 1950s b the 1970s c the 1990s
- Twin actors Mary-Kate and Ashley Olsen were in their first TV show at the age of:
a 6 months b 9 months c 9 years
- Skater Tara Lipinski was an Olympic gold medallist in 1998 when she was only:
a 12 b 15 c 18
- Footballer Pelé's first football club was in:
a Santos b São Paulo c Rio de Janeiro
- Actress Tatum O'Neal was an Oscar winner at the age of:
a 10 b 14 c 18

Listening

Jackie Kennedy Onassis

- 1 Look at the photos and read the book extract below. Who are the people in the photos?



Jackie Kennedy Onassis: An Amazing Life

Jackie Kennedy Onassis was one of the great style icons of the 20th century. Now, around 20 years after her death, her style still influences fashions of today. She was married twice; first, to US President John F. Kennedy. Then, when she was married to Greek millionaire Aristotle Onassis, people from all over the world loved and admired her. But it wasn't all glamour – her life was also full of tragedy.

- 2a You are going to hear the first part of the story of Jackie Kennedy Onassis. Before you listen, can you guess which verb belongs in each gap?

be begin fall get meet
joke spend study travel

- 1 Jackie _____ born on Long Island, near New York, in July 1929.
- 2 She _____ a happy childhood in and around New York.
- 3 She _____ in the USA and at the Sorbonne in Paris, France.
- 4 In 1951, she _____ work as a journalist, and she also _____ John F. Kennedy, the future President of the United States.
- 5 They _____ in love, and they _____ married two years later.
- 6 The Kennedys _____ to many countries together. On one trip to France, the President _____, 'I am the man who accompanied Jackie Kennedy to Paris ...'

- b 7.5 Listen and complete the sentences with the correct form of the verbs in the box.

- 3a 7.6 Listen to the second part of the story. Number the events in the order you hear them.

- a death of John F. Kennedy 1
- b death of Robert Kennedy
- c death of Jackie Kennedy 8
- d Jackie Kennedy married Aristotle Onassis
- e Jackie Onassis worked for a publishing company
- f Jackie Kennedy left the USA
- g death of Aristotle Onassis
- h Jackie Onassis returned to the USA

- b Listen again and write the date/year when each event happened.

- a death of John F. Kennedy
22 November 1963

- 4 Think of a person with an amazing life (a friend, a family member or a famous person). Write sentences about him/her using the ideas below.

- He/She was born in ... (place) in ... (year).
- He/She spent his/her childhood in ... (place).
- He/She studied at ...
- He/She got married to ... in ...
- He/She became ... in ...

Queen of Egypt more than 2,000 years ago, Cleopatra is the subject of many books, plays and films ... but what do we really know about her?

Cleopatra: the legend

- According to many people, she was the greatest beauty of ancient times.
- One of the greatest men of the ancient world - Julius Caesar and Mark Antony - both fell in love with her.
- Her favourite luxury was taking baths in milk! She thought this made her even more beautiful.
- She fought against the Romans and after her last battle, she killed herself with a snake.

Cleopatra: the facts

- Cleopatra was Queen of Egypt ... but she wasn't Egyptian, she was Greek!
- No one knows what she looked like. The only original image is from a coin.
- The greatest beauty of the ancient world? You decide ...
- Cleopatra didn't take baths in milk. The Romans only started doing that many years later.
- She didn't fight against the Romans. She fought with one Roman (Mark Antony) against another (Augustus).
- Her most recent biographer says she didn't use a snake to kill herself ... she drank poison instead.



Grammar focus 1

Past simple: negative form

1a Work in pairs. Look at the picture of Queen Cleopatra of Egypt and answer the questions.

- 1 When do you think she lived?
- 2 Can you think of three adjectives to describe her?

b Read the text and check your answers.

GRAMMAR

Past simple: negative form

- 1 We make the Past simple negative form of *be* with *wasn't/weren't* (= was not / were not).
Cleopatra wasn't Egyptian.
- 2 We make the Past simple negative form of other verbs with *didn't* (= did not) + verb.
She didn't kill herself with a snake.

PRACTICE

1 Work in pairs and discuss. Cleopatra lived around 2,000 years ago. Which things did/didn't people do in those days?

- | | |
|-----------------------|-------------------------|
| • make phone calls | • get married |
| • have baths | • drive cars |
| • listen to the radio | • go to the cinema |
| • wear clothes | • write poems and plays |

They didn't make phone calls
2,000 years ago.

2,000 years ago, they had baths.

2a Put the sentences into the correct form (positive or negative) to make them true for you.

- 1 I (go out) last night.
- 2 I (watch) a film last weekend.
- 3 I (go) to the gym yesterday.
- 4 I (see) the TV news yesterday.
- 5 I (listen) to the radio this morning.
- 6 I (read) a newspaper yesterday.
- 7 I (play) a computer game yesterday.
- 8 I (buy) a magazine yesterday.
- 9 I (drive) a car yesterday.
- 10 I (speak) English yesterday.

b Work in pairs and compare your sentences.

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Vocabulary Entertainment

- 1 Complete the phrases below with the words in the box.

go watch play cook download read

- 1 _____ dinner for friends
- 2 _____ to a musical
- 3 _____ a DVD at home
- 4 _____ to a party
- 5 _____ to a concert
- 6 _____ computer games
- 7 _____ music
- 8 _____ out for dinner
- 9 _____ a book
- 10 _____ to the cinema
- 11 _____ for a walk
- 12 _____ to the theatre



Listening

We Will Rock You – a song and a musical

- 1 Look at the photos. Read the article and answer the questions.

- 1 Which country is the rock band Queen from?
- 2 Who was the lead singer?
- 3 Which two members still play in the band?
- 4 Can you name three of their hit songs?

- 2a 8.1 Listen to a radio programme about the musical *We Will Rock You*, which is based on a song by Queen. Number topics a–h in the order you hear them.

- a the musical now
- b when the song became a hit 1
- c the story of the musical
- d the early days of the musical
- e who wrote the musical
- f who wrote the original song
- g how he got the idea for the song
- h the main characters in the musical

- b Listen again. Are the statements true (T) or false (F)?

- 1 The song *We Will Rock You* came out in 1970.
- 2 Guitarist Brian May wrote the song.
- 3 Sometimes people sing *We Will Rock You* at football games.
- 4 All the songs in the musical are by Queen.
- 5 The musical is set in the present time.
- 6 The musical came out in 2002.
- 7 The musical closed after only three years.
- 8 The musical went to Japan in 2003.

- 3 Work in pairs and discuss.

- Do you know any Queen songs? Do you like them?
- Would you like to see the musical *We Will Rock You*? Why / Why not?
- What kind of music do you like? Have you got any favourite bands?

- 2a Look at the verb phrases in exercise 1. Which describe:

- an evening in?
- an evening out?

- b Add two more verb phrases to each category.

- 3a Choose your five favourite activities from exercises 1 and 2. Put them in order (1–5).

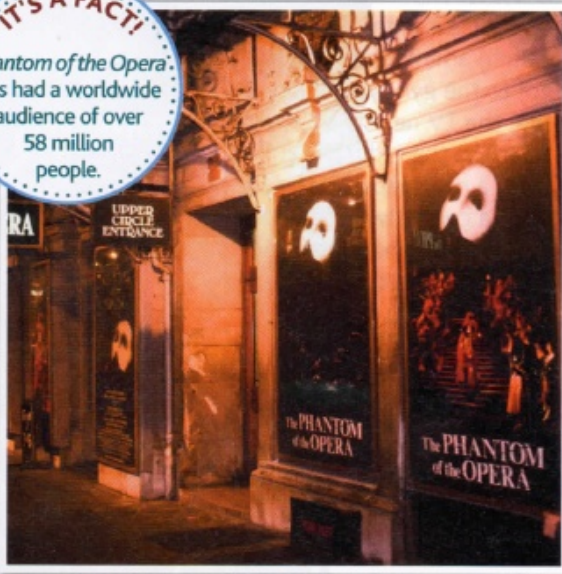
- b Work in pairs and compare your favourite activities.

What's your favourite?

My favourite is 'go to a musical', because I love singing and musicals are always really enjoyable.

IT'S A FACT!

Phantom of the Opera has had a worldwide audience of over 58 million people.



Queen – rock legends

Queen are a British rock band. They formed in 1971 with lead singer Freddie Mercury, guitarist Brian May, bass guitarist John Deacon and drummer Roger Taylor. Freddie Mercury died in 1991 and John Deacon left the band in 1997, but Brian May and Roger Taylor continue to play together. Queen are one of the world's best-selling music artists, with 18 number one albums and 18 number one singles, including huge hits like *Bohemian Rhapsody*, *We Are The Champions* and *We Will Rock You*.



Grammar focus 2

Past simple: question form

1a Put the words in the correct order to make questions.

- 1 did / the song / When / come out ?
- 2 write / Why / he / the song / did ?
- 3 Brian May / the musical / Did / write ?
- 4 the musical / come out / did / When ?
- 5 good reviews / the musical / get / Did ?
- 6 first / did / Where / go on tour / the musical ?

b 8.2 Listen and check.

GRAMMAR

1 We form most Past simple questions with **did + verb**.

Did Brian May write the musical? NOT Did he wrote ... ?
When did the musical come out?

2 Notice the short answers.

Did the musical get good reviews?
 Yes, it **did**.
 No, it **didn't**.

PRACTICE

1a Add **did** in the correct place to make questions.

Did

^ you play a musical instrument when you were a child?

1 where you live when you were a child?

2 you read a lot of books when you were a child?

3 your parents read books to you when you were a child?

4 when you start learning English?

5 you watch a lot of TV last weekend?

6 when you last go to a concert?

7 what music you last listen to?

8 you go for a walk last weekend?

9 when you last see a really good show?

b 8.3 Listen and check.

PRONUNCIATION

- 1 Listen again to the questions in exercise 1a. Notice the linking between **did** and **you/your**.
- 2 Practise saying the questions.

2a Work in pairs and take turns. Ask and answer the questions in exercise 1a. You can give more details if you like.

When did you last see a really good show?

I saw *We Will Rock You* last weekend.

Did you enjoy it?

Yes, it was great.

b Tell the class three things about your partner.

Unit 8, Study & Practice 2, page 152

Task

Talk about an evening in or out

Preparation Listening


- 1a** Work in pairs and discuss. Which of the activities in the box can you see in the photos?

go to the cinema	watch a film on TV
go to a restaurant	go for a walk
go to the theatre	have a dinner party
stay in and read a book	go to a concert

- b** Which of the activities in the box do you do for:

- an evening in?
- an evening out?

- c** Can you think of any more activities for an evening in or an evening out?

- 2a**  **8.4** Listen to Lauren, Daniel and Karl. What is each person talking about – an evening in or out?

- b** Listen again and complete the table.

	Lauren	Daniel	Karl
What?	jazz concert		cinema
Who with?	friend (Kate)		
Where?			
Good or bad?		good (fun)	

- 3a** Work in pairs. Complete the questions with one word only.

- When did you _____ have a really good evening – in or out?
- Who did you go _____?
- How did you _____ there?
- _____ it good?
- What _____ you cook?
- Who was _____?
- What did you _____ of it?
- Where _____ you see it?

- b** Check your answers in the Useful language box.

- 4** Listen again and say which questions and answers you hear in each conversation. Write L (Lauren), D (Daniel) or K (Karl) next to the phrases in the Useful language box.



Task Speaking

- 1** Think about a good or bad evening you had. Look at the questions and answers in the Useful language box and make notes. Ask your teacher for any words/phrases you need.

> Useful language a and b

- 2a** Work in pairs. Ask and answer questions about your evening.

When did you last have a really good evening out?

I had a really good evening out last weekend.

- b** Work with a new partner. Tell him/her about your evening or your first partner's evening.



USEFUL LANGUAGE

a Questions

When did you last have a really good/bad evening – in or out?

What did you do/cook?

Who did you see?

Who did you go with? / Who was there?

How did you get there?

What did you think of it? / Was it good?

Where did you see it? / Where was it?

b Answers

I went to (a fantastic concert).

I saw a band (called the Ravens).

It was brilliant / funny / sad / exciting / good.

I had a dinner party.

I didn't really enjoy it.

It was awful/terrible/boring.

SHARE YOUR TASK

Practise talking about your evening or your partner's evening.

Film/Record yourself talking about your evening or your partner's evening.

Share your film/recording with other students.

Are you
free on
Friday?

3a Complete the phrases with the words in the box.

about busy can't free go good
idea love sorry time would

- 1 Are you _____ on Friday?
- 2 How _____ an evening out?
- 3 Sounds _____!
- 4 Sorry, I _____. I'm _____.
- 5 Maybe another _____.
- 6 _____ you like to come?
- 7 Do you want to _____ for a pizza?
- 8 Why not? Good _____!
- 9 We'd _____ to!
- 10 I can't come, _____!

b Watch and listen to the key phrases and check your answers.

PRONUNCIATION

- 1 Watch and listen again to the key phrases.
- 2 Practise saying them.

4a Work in pairs. Prepare a conversation for two people arranging an evening out. Use the ideas below to help you.

Student A

Student B

Answer the phone.

Greet B.

Say yes.

Agree/Disagree.

Greet A.

Ask if A is free on (day).

Suggest an activity (film, concert, etc.).

Suggest a place/time.

Speaking

Arranging an evening out

1 Work in pairs and discuss.

- How often do you go out with friends?
- Where do you go?
- Do you ever go out to eat?
- Who do you usually go with?

2a Andy wants to arrange an evening out with his colleagues. Watch the video and answer the questions.

- 1 When is the evening out?
- 2 Does each person say yes or no?

b Watch again and write the reason each person gives for saying yes or no.

b Practise your conversation.

Hello?

Hello, Jenny. It's Sam here.

Hi, Sam.

Writing

Arranging an evening out

1 Ahmed and Bianca are arranging an evening out for their class. Read their text messages and put them in the correct order (1–7).

- a Annabel's Place is a bit expensive ... How about Viva Italia on Bold Street?
- b Hi, Ahmed ... about the end-of-course meal on Friday ... any ideas for a place/time? 1
- c Sure, no problem.
- d Good idea ... let's go to Viva Italia, then. What time?
- e Let's go to Annabel's Place ... the food's good and it's not too expensive.
- f OK, fine. Can you tell the others?
- g How about 7 o'clock? In front of the restaurant?

2 Use the information from exercise 1 to complete Bianca's email to her classmates.



Re: meeting place

Hi, everyone!

It's the last day of our course on '_____', so let's have a night out to celebrate!

The meal is at the ²_____ restaurant on ³_____ Street. The meeting time is ⁴_____ o'clock, and the meeting place is ⁵_____ the restaurant.

See you there!
Bianca

3a You want to arrange a meal out for your class. Choose a restaurant you know or one of the restaurants opposite.

b Write an email inviting your classmates out to the restaurant. You can invent details about the place, time, etc. Use the email in exercise 2 and the phrases in the box to help you.

Let's have an evening out ... Hi, everyone!
The meal is at ... on ... It's ...
The meeting time/place is ... See you there!



Nina's Noodle Bar

Fun fast food ... Snacks and tasty meals ...

Menu includes: noodles, rice, vegetables, chicken, duck and much more!

Good prices – friendly service – lots of tables.

Good location in the town centre: 77 High Street.

Phone to book.

For details go to www.ninasnoodlebar.com

Jerkmania – Caribbean Chicken

Hot spicy chicken from genuine Caribbean recipes

Huge menu with a range of dishes

Eat in or takeaway

No booking necessary

Central location: 24 Station Road (near the station)

Green Leaf

- Busy, popular vegetarian restaurant – with interesting new dishes

- Veggie burgers, Indian and Mediterranean dishes, hot and cold food

Green Leaf is at 2 Mortimer Street.

It's modern and cool! It's the place to be!

Discounts for groups of over ten people.

Book on 07786 343990

AFTER UNIT 8 YOU CAN ...

Talk about things you did/didn't do in the past.

Ask and answer questions about an evening in/out that you had.

Arrange an evening out with friends.

09

BUY AND SELL

IN THIS UNIT

- Grammar: Comparative adjectives; Superlative adjectives
- Vocabulary: Describing objects; Shops and services
- Task: Choose souvenirs from your country
- World culture: Famous markets



Vocabulary Describing objects

- 1a** Look at the items in the photos. Choose three adjectives from the box to describe each item.

fast	expensive	pretty	fashionable
easy to use	cheap	stylish	old
powerful	economical	uncomfortable	unusual

The car is fast, expensive and powerful.

- b** Work in pairs and compare your ideas.

- 2** Work in pairs and discuss.

- Which of the items in the photos do you like / not like? Say why using the adjectives in exercise 1a.

I don't like the jewellery – it's expensive, but I don't think it's pretty.

- Have you got any of the items in the photos? Describe them using the adjectives in exercise 1a.

I've got a watch. It's cheap, but it's also stylish.



Grammar focus 1

Comparative adjectives

- 1 Look at the two leather jackets from an online shopping site. Which do you prefer? Why?

A

ubuy



NEW MEN'S FAUX LEATHER JACKET

Item condition: **New**
Size: **LARGE**
Colour: **Black**

BUY IT NOW £29.99

B

ubuy



GENUINE VINTAGE MEN'S LEATHER JACKET ... MADE IN THE USA!

Item condition: **Pre-owned**
Size: **MEDIUM**
Colour: **Brown**

Current bid £250

- 2 Work in pairs and answer the questions.

Which jacket (A or B) is:

- 1 newer?
- 2 bigger?
- 3 more stylish?
- 4 more expensive?

GRAMMAR

- 1 Complete the gaps in the comparative sentences.

- 1 Jacket A is newer than Jacket B.
- 2 Jacket B is more expensive than Jacket A.
- 3 Jacket is more stylish than Jacket is.

- 2 Look at these types of comparative adjectives.

- 1 One syllable new → newer
- 2 Two or more syllables expensive → **more** expensive
- 3 Adjectives ending with -y easy → easier

Irregular adjectives

good → **better**
bad → **worse**

PRONUNCIATION

- 1 **9.1** Listen and notice the stressed syllables.

- 1 newer → newer than → Jacket A is newer than Jacket B.
- 2 expensive → more expensive → Jacket B is more expensive than Jacket A.
- 3 stylish → more stylish → Jacket B is more stylish than Jacket A.

- 2 Practise saying the phrases and the sentences.

PRACTICE

- 1 Work in pairs and look at the items from an online shopping site. Make sentences comparing each pair of items using the adjectives in the box.

Dress A is newer than dress B.



- 1
Dress A: Designer dress – new £89.99
Dress B: Vintage 1940s dress £54.99

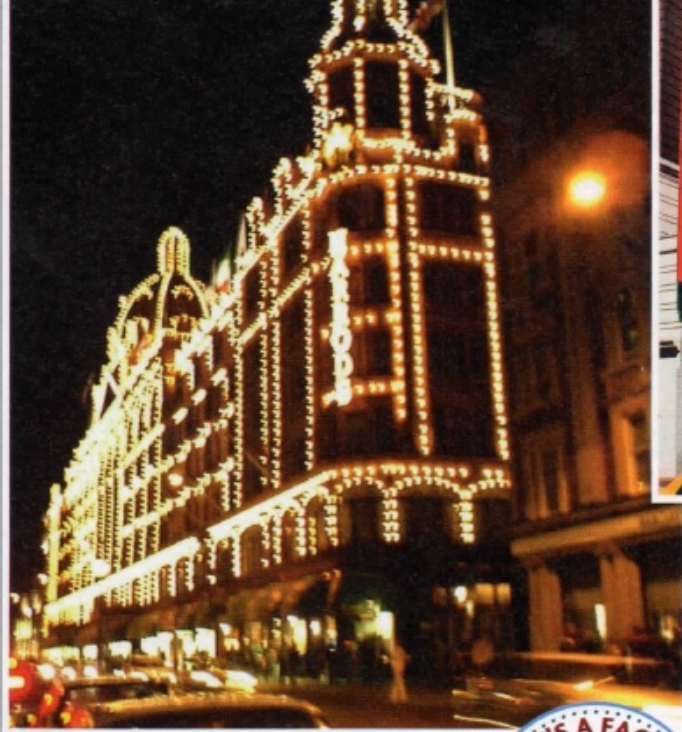
new unusual pretty

- 2
Car C: 1963 Triumph – top speed 106 mph £8,500
Car D: 2003 Corvette – top speed 180 mph £12,500

fast expensive stylish

- 3
Camera E: 8 cm x 5 cm – simple functions £105
Camera F: 15 cm x 10 cm – multifunctions £199

small easy to use cheap



Grammar focus 2

Superlative adjectives

IT'S A FACT!
Harrods is the UK's biggest department store, with 5,000 staff from 50 countries.

- 1a Work in pairs and look at the photos of three famous department stores: Harrods, Macy's and Shinsegae. Do you know where they are?
- b Read about the Shinsegae department store in South Korea. Why is it famous?
- 2 Read the article again. What do these numbers refer to?
a 190,000 b 300,000 c 95,000 d 14
- 3 Work in pairs and discuss.
 - Would you like to go shopping in Shinsegae? Why / Why not?
 - Do you prefer shopping in small shops or large department stores? Why?
 - Do you have a department store in your town? Do you like it? Why / Why not?



Shinsegae: A huge shopping experience

Shinsegae in Busan, South Korea is the biggest (and some people say, the best) department store in the world. Thousands of visitors come every day – making it one of the busiest shops in the world. On the opening day in March 2009, 190,000 shoppers spent over \$6 million.

Shinsegae means 'new world' in Korean – and the store is one of the newest and most impressive buildings in Busan, with nearly 300,000 m² of shopping space. This means that Shinsegae is bigger than Macy's, the famous store in New York City, by over 95,000 m².

Let's start at the ground floor: here are all the most expensive brands, like Prada and Louis Vuitton. Then, going up the 14 floors of this huge world, you find not only shops and restaurants but also a gym, a cinema, an art gallery and even an ice rink. And right at the top there are restaurants where you can see some of the most beautiful views of Busan.

GRAMMAR

1 Complete the superlative sentences using the adjectives *big* and *expensive*.

- 1 Shinsegae in Busan is the _____ department store in the world.
- 2 All the _____ brands are on the ground floor.

2 Write the superlative adjectives.

- 1 big → bigger → the biggest
- 2 new → newer → _____
- 3 busy → busier → _____
- 4 beautiful → more beautiful → _____
- 5 good → better → _____


3 Read the article again and check your answers.

PRACTICE

1a Complete the questions in the quiz with superlative adjectives.

b  9.2 Listen and check.

2a Work in pairs and do the quiz.

b  9.3 Listen and check.

3a Write five questions with superlative adjectives using some of the ideas below.

- busy shopping street in your town
- old person in your family
- good restaurant in your town
- untidy person you know
- beautiful place in your country
- tall person in your class
- popular singer from your country
- new thing in your bag

Which is the busiest shopping street in your town?

b Work in groups and take turns. Ask and answer your questions.

What is the newest thing in your bag?

My phone is the newest thing.
I bought it last week.

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The biggest and the best!

1 How much does _____ (expensive) handbag in the world cost?

- a \$3,800 b \$380,000 c \$3,800,000

2 The _____ (fast) car in the world goes from 0 to 60 miles per hour in how many seconds?

- a 2.4 seconds b 4.2 seconds c 6.4 seconds

3 How old is Hamleys, _____ (famous) toy shop in the world?

- a 50 years old b 100 years old c 250 years old

4 Who were _____ (popular) pop group of the 20th century?

- a The Beatles b the Rolling Stones c the Eagles

5 Who is _____ (rich) person in the world?

- a Bill Gates, founder of Microsoft b Carlos Slim Helú, Mexican businessman c the Sultan of Brunei

6 Which is _____ (high) capital city in the world?

- a La Paz, Bolivia b Addis Ababa, Ethiopia c Thimphu, Bhutan

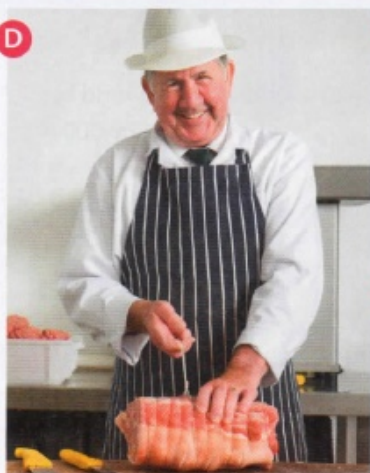
7 Where is _____ (tall) hotel in the world?

- a Bangkok b Dubai c Hong Kong

8 How many passengers does _____ (big) cruise ship in the world carry?

- a 2,000 b 4,000 c 6,000





Vocabulary

Shops and services

1a Match the words in the box with photos A–L.

- | | | |
|-----------------|-------------------|---------------|
| a clothes shop | a pharmacy | a gift shop |
| a butcher's | a shoe shop | a bookshop |
| a baker's | a hairdresser's | a post office |
| a dry-cleaner's | an estate agent's | an optician's |

b Work in pairs and answer the questions.

Where do you:

- 1 go to post letters and parcels?
- 2 buy sausages and other meat?
- 3 buy bread and cakes?
- 4 rent a flat or house?
- 5 get a present for a friend?
- 6 have a haircut?
- 7 buy shoes and boots?
- 8 buy jeans, jackets and T-shirts?
- 9 buy books?
- 10 get glasses and sunglasses?
- 11 buy toothpaste and medicine?
- 12 take your clothes when they're dirty?



2 Work in pairs and take turns. Ask and answer questions about the last time you visited one of the places in exercise 1a.

When did you last go to a gift shop?

I went last Saturday.

What did you buy?

Task

Choose souvenirs from your country

Preparation Listening

1 Work in pairs. Look at the photos and discuss.

- What souvenirs can you see in photos A–E?
- Which country do you think each souvenir comes from: Canada, Ukraine, Egypt, Scotland or Thailand?
- When did you last buy a souvenir? What was it? Where did you buy it? Who was it for?



The Taylor family

Bob and Amy Taylor and their two children (Josh, aged 11, and Lorna, aged 8) are from the UK. They often have visitors from different countries staying in their house. They love meeting people from different countries and they love collecting souvenirs from all over the world.

2 Read the information about the Taylor family. Where are they from? What do they like doing?

3a 9.4 Four people are going to stay with the Taylor family in the UK. Listen to them talking about which souvenirs from their countries they are going to buy for the family.

	Where does he/she live?	What souvenirs does he/she choose?	How does he/she describe the souvenir?
Tina			
Lee			
Karim	Egypt		
Oksana			

b Listen again and complete the table.

c Listen again and tick the phrases you hear in the Useful language box.



Task Speaking

1 Think of a souvenir from your country for each person in the Taylor family. Use some or all of the ideas below. Ask your teacher for any words/phrases you need.

- something to eat or drink
- a doll or figure of a famous person
- an item of clothing
- a model of a famous building or place
- an ornament or something useful for the house
- a music CD or DVD

2 Work in pairs. If you and your partner are from the same country, decide on the best souvenir from your country for each person in the Taylor family. If you are from different countries, tell your partner about the best souvenir from your country for each person in the family.

> Useful language a and b

3 Tell other students about the souvenirs you chose.

USEFUL LANGUAGE

a Asking for ideas

What do you think?

Why don't we buy a (silk shirt)?

Have you got any ideas for (the children)?

Do you think we should choose a scarf?

How about (some jewellery)?

Everybody loves (silk) from (Thailand).

What did you choose for (the little girl / her)?

b Giving ideas and explaining your choice

(Thailand) is famous for (silk products) ... so ...

I think a good souvenir from (Thailand) is (a silk shirt).

(A silk shirt) is a fantastic souvenir.

What's a good souvenir from your country?

That's very typical of (Thailand).

I think jewellery is better, because ...

(Matryoshka dolls) are very typical of (Ukraine).

It's small and easy to carry.

I think it's a very nice souvenir for (a child).



SHARE YOUR TASK

Practise talking about the souvenirs you chose.

Film/Record yourself talking about the souvenirs you chose.

Share your film/recording with other students.



FIND OUT MORE

- 6a** Look at the famous markets in the box below. What do you know about them?

Tsukiji Market Mercado del Puerto
Fes Souk Bloemenmarkt

- b** Go online to find out more about them and answer the questions.

- 1 Where is each market (country/city)?
- 2 What can you buy there?

Search: Tsukiji Market / Mercado del Puerto /
Fes Souk / Bloemenmarkt

World view

- 5a** Look at the statements below. Tick the ones that are true for you.

- ☐ I often go to markets at the weekend.
- ☐ You can buy things cheaper in a market than in a shop in my country.
- ☐ I never buy clothes at markets.
- ☐ I like buying food at markets.
- ☐ I hate shopping – I buy everything online.
- ☐ We have a very famous market in my town.

- b** Work in pairs and compare your answers.

Write up your research

- 7** Write a paragraph about one of the markets you researched. Use the prompts below to help you.

The _____ (name of market) is a famous market in _____ (town/country).

People come here to buy _____ and _____ (clothes, food, antiques, etc.).

It's open _____ (days of the week, time of the day).

I would/wouldn't like to go there because _____.



AFTER UNIT 9 YOU CAN ...

Describe and compare objects and possessions.

Talk about people and places using superlative adjectives.

Make and respond to suggestions for choosing a present.

Research famous markets online.

10

LOOK GOOD

IN THIS UNIT

- Grammar: Present continuous; Present simple or continuous?
- Vocabulary: Clothes; Describing personality
- Task: Analyse your personality
- Language live: Asking for goods and services; Describing people



Vocabulary Clothes

1a Match the items of clothing in the box with pictures A–M.

a suit	a tie	trousers	jeans	a baseball cap
sunglasses	a skirt	trainers	a jumper	a dress
a jacket	shorts	a shirt		



b Can you add three more items of clothing to the box?

c Which of the items of clothing in the box are usually worn by (a) men (b) women (c) men and women?

PRONUNCIATION

- 10.1** Listen to the pronunciation of the words in exercise 1a.
- Practise saying the words.





Grammar focus 1

Present continuous

1 Read the sentences and look at the picture. Use the information to label each person in the picture.

- 1 Tom and Val are sitting on the grass.
- 2 Val is sending a text message.
- 3 Tom is wearing a blue shirt.
- 4 Mel and Kim are having lunch.
- 5 Mel is wearing jeans.
- 6 Kim is eating a sandwich.
- 7 Denzil is wearing a tie.
- 8 Pippa is looking at her watch.
- 9 Frank is listening to music.

GRAMMAR

1 We use the Present continuous for actions happening now or around now. Complete the gaps below.

+	I'm He/She _____ You/We/They're	reading a newspaper.
-	I'm not He/She _____ You/We/They aren't	wearing a tie.
?	What am I _____ he/she What are you/we/they	doing?

PRACTICE

1a Look at the picture again for two minutes.

b Turn to page 136 and answer as many questions as you can. Don't look at the picture.

2a Make true sentences for you.

I (sit) near the door.

I'm not sitting near the door. I'm sitting near the window.

- 1 I (wear) jeans today.
- 2 We (listen) to music at the moment.
- 3 I (work) alone on this exercise.
- 4 The sun (shine) today.
- 5 The teacher (write) on the board.
- 6 I (hold) my pen in my left hand.

b Work in pairs and compare your sentences.

3a Write five more sentences to describe what other people in the class are/aren't wearing or doing.

b Compare your sentences with other students.

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Task

Analyse your personality

What do colours say about you?

The colours that we choose in our lives can tell us about our personality. Your favourite colour is often your 'personality' colour. It's the colour that shows your basic character and your strengths. It isn't always the colour you wear all the time – it's the colour you like most.

Let's take a look at each colour. If you like red, you are a confident person who likes a lot of action in your life. Orange means you are a sociable person – you like being in group situations. People who like yellow are usually cheerful – they are often organised, too. If you wear a lot of green, you are probably a kind person who is also quite shy at times. Maybe you like blue – then you are probably an easy-going person; someone who likes a calm, peaceful life. Purple shows that you are reliable and hard-working. People who like black are usually reliable, too – but sometimes they can be bossy. Brown clothes show that you are a kind, friendly person who cares a lot about family and friends. People who wear a lot of white are usually very determined people who like doing things on their own.

Your least favourite colour is also important. It can show what kind of person you would like to be. For example, if you don't like red, then you would probably like to be more confident. If your least favourite colour is orange, maybe you would like to be more sociable. So take a look at the colours you're wearing and see what they say about you!



Preparation Reading and listening

- 1a Work in pairs and write a list of all the colours you can think of.
- b Compare your list with other students and add two more colours to your list.
- c Work in pairs and discuss.
 - Which colours do you like best?
 - Which do you like least?

2 Read the article and choose the correct answers.

- 1 Your 'personality' colour is:
 - a the colour you're wearing now.
 - b your favourite colour.
- 2 Your least favourite colour:
 - a doesn't show much about your personality.
 - b shows an aspect of your personality you would like to improve.

3a 10.4 Listen to two students talking about the information in the article. Answer the questions.

- 1 Which colours do they talk about?
 - 2 Do they think the information about personality is correct?
- b Listen again and tick the phrases you hear in the Useful language box.



USEFUL LANGUAGE

a Asking questions

What's your (least) favourite colour?
What colours are you wearing now?
Do you think that's right?
What does that say about me?

b Explaining and interpreting information

(Red) clothes mean you are a confident person.
You like wearing (black), so you're (reliable).
You're probably a (determined) person because
you like wearing (white).

c Reacting to information

I think that's absolutely right!
Yes, I'm a (very reliable) person.
I don't think that's right.
No, I'm not very (confident). In fact, I think I'm
quite (shy).

Task Speaking

- 1** Work in pairs and take turns. Find out more about your partner's personality using the information in the article. Start by asking, 'What is your favourite colour?' Look at the Useful language box and ask your teacher for any words/phrases you need.

> Useful language a–c

- 2a** Work in groups. Tell other students about your personality or your partner's personality.

b Discuss the questions.

- How true was the information about your personality and your partner's personality?
- Do you think this is a good way of analysing someone's personality?

SHARE YOUR TASK

Practise talking about your personality or your partner's personality.

Film/Record yourself talking about your personality or your partner's personality.

Share your film/recording with other students.

How Much?



Speaking

Asking for goods and services

- 1 Work in pairs. How many shops can you think of in one minute?
- 2 Put the words/phrases in the box into the categories below.

an appointment	a haircut	hairspray
it suits you	a larger size	too big
too small	try it on	wash
not too short	How would you like	gel

- at a hairdresser's
- in a clothes shop

- 3a Watch the video. Number the words/phrases in exercise 2 in the order you hear them.

- b Watch again and answer the questions.

At a hairdresser's

- 1 Does the young man have an appointment?
- 2 How does he want his hair cut?
- 3 How much does the haircut cost?
- 4 Why is the young man unhappy?

In a clothes shop

- 5 How many jackets does the man try on?
- 6 Do the two women like the first jacket?
- 7 What is the problem with the second jacket and the third jacket?
- 8 Which jacket does the young man decide to buy in the end?

- 4a Complete the phrases.

At a hairdresser's

- 1 I'd _____ a haircut, please.
- 2 Do you have an _____?
- 3 How would you like your _____ cut?
- 4 Not _____ short, but not _____ long.
- 5 Do you want a _____?
- 6 No, thanks. Just a _____.
- 7 _____ that? Do you like it?
- 8 _____ do I owe you?

In a clothes shop

- 1 What do you _____?
- 2 The colour's OK, but it's _____ small.
- 3 Have you got this in a larger _____?
- 4 Try it _____.
- 5 It's no good. It's _____ big.
- 6 I like that. It _____ you.
- 7 We'll _____ this one.
- 8 How would you like _____?

- b Watch and listen to the key phrases and check your answers.

PRONUNCIATION

- 1 Watch and listen again to the key phrases.
- 2 Practise saying them.

- 5a Work in pairs. Prepare your own conversation at a hairdresser's or in a clothes shop. Use as many of the key phrases in exercise 4a as possible.

- b Practise your conversation.

Writing

Describing people

1 Look at the photos below and answer the questions.

Who:

- 1 has got grey hair?
- 2 has got blue eyes?
- 3 is slim?
- 4 is wearing a white T-shirt?
- 5 is in his forties?
- 6 has got curly hair?
- 7 is reading a newspaper?
- 8 is wearing casual clothes?
- 9 is wearing smart clothes?
- 10 has got long straight hair?
- 11 has got a pony tail?
- 12 is wearing a leather jacket?



Martha



Paolo



Kamilla



Pedro

2 Complete the table below with the words/phrases in the box.

in his early twenties	short hair
reading a newspaper	blonde hair
carrying a bag	standing up
in her teens	good-looking
medium-length hair	sitting down
holding a book	wearing lipstick
a nice person in her late thirties	

He/She is ...	He/She has got ...
in his early twenties	

3 Read the description below. Which person in the photos do you think it is?

This person is good-looking. She's probably in her late thirties. She's slim and she's got medium-length curly hair. She's got blue eyes and she's wearing red lipstick and a small pair of earrings. Her clothes are casual; she's wearing a light green T-shirt and trousers which are the same colour. She's sitting down and she's holding a book, but she's not reading it at the moment. She's looking at the camera and smiling. I think she's a kind, friendly person.

4 Write a description of one of the other people in the photos or someone in your class. Include information about:

- general impression / age.
- hair, eyes, etc.
- clothes.
- what he/she is doing at the moment.
- his/her personality.

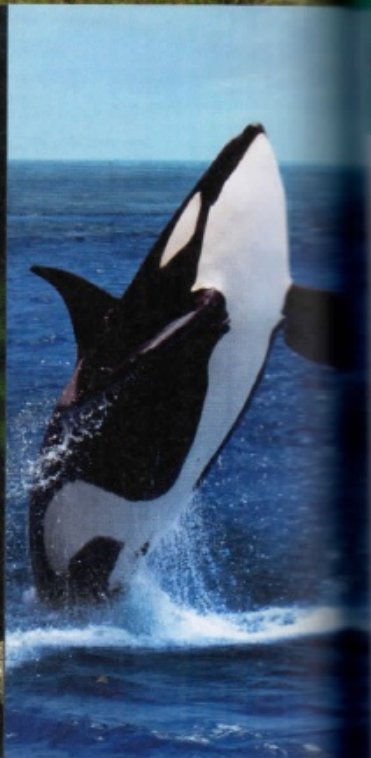
AFTER UNIT 10 YOU CAN ...

Talk about present activities.

Describe people's clothes, appearance and personality.

Ask for goods and services (e.g. in shops and at the hairdresser's).

Write a description of a person.



Listening Intelligent animals

1 Work in pairs and discuss.

- What experience of pets do you have?
- What experience of wild animals do you have?
- Which of the animals in the photos do you think is the most intelligent? In what way?

2a 11.1 Listen to a radio programme about intelligent animals. Number the animals in the order you hear them.

- dogs
- parrots
- whales
- dolphins
- chimpanzees

b Listen again. Which things can each animal do?

- speak to each other
- speak like humans
- paint pictures
- use computers
- remember names
- remember numbers

3 Work in pairs and answer the questions.

- 1 Which animal on the radio programme impressed you the most? Why?
- 2 How good are you at remembering:
 - names of people you meet?
 - friends' birthdays?
 - phone numbers?
 - PIN numbers (for bank cards, etc.)?

Vocabulary Big numbers

1 Match the numbers in A with how you say them in B.

A

- 1 50
- 2 500
- 3 505
- 4 5,000
- 5 50,000
- 6 500,000
- 7 5,000,000
- 8 5,000,000,000
- 9 5.5

B

- a five thousand
- b five billion
- c five hundred
- d five million
- e five point five
- f five hundred thousand
- g fifty thousand
- h fifty
- i five hundred and five

2 11.2 Listen and write down the nine numbers you hear.

PRONUNCIATION

- 1 Listen again to the numbers and notice the pronunciation.
- 2 Practise saying them.

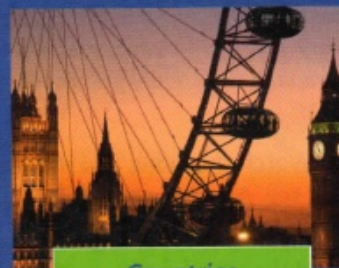
USEFUL LANGUAGE

a Asking questions

Where is (the River Ganges)?
 Who (became President ...)?
 How many (kilometres are there ...)?
 How far (is it from ...)?
 When (did Spain win ...)?
 What (is the capital of ...)?
 Who (sang the hit song ...)?
 Which (volcano destroyed ...)?

b Answering questions

I think it's (in India).
 This one's easy!
 I'm not sure, but I think it's (India).
 I've got no idea!
 I can't remember.
 I don't know (either).
 I know this one ... it's definitely (2010).



Science

Countries

2a Practise saying your questions clearly so the other teams can understand them.

b Play your quiz game in teams. Ask questions and show your box of possible answers to the other two teams.

> Useful language b

c Which team got the most correct answers?

3 Work in pairs and discuss. What were the three most interesting things you learned?

SHARE YOUR TASK

Practise talking about the interesting things in your quizzes.

Film/Record yourself talking about the quizzes.

Share your film/recording with other students.

12

GOOD TIMES

IN THIS UNIT

- Grammar: *going to* for future intentions; *would like to* and *want to* for future wishes
- Vocabulary: Celebrations and parties; Weather and seasons
- Task: Plan a festival
- Language live: Information to promote a festival; Suggestions and offers



Vocabulary

Celebrations and parties

- 1a** Work in pairs and discuss. Which of the celebrations in the box can you see in the photos?

birthday party graduation party wedding party coming-of-age party
leaving party national holiday religious holiday

- b** How many times each year do the celebrations in the box usually happen?

- 2** Match the verbs in box A with two words/phrases in box B to make verb phrases about celebrations, parties and festivals.

A decorate make hire dress up in take part in

B party clothes traditional food the house
a parade a band a cake
traditional costumes the table a competition
an entertainer

decorate the house, decorate the table

- 3a** Think of a celebration or party you went to. Look at the questions below and make notes.

- 1 What was the celebration or party for?
- 2 Where was it?
- 3 Who was there?
- 4 What did you wear/do/eat?

- b** Work in pairs and take turns. Tell each other about your celebration or party.

I went to my cousin's wedding last year. It was really good fun. They made traditional food and they hired a band ...

Vocabulary

Weather and seasons

1 Work in pairs and discuss.

- How many seasons are there in your country (e.g. spring, summer, autumn, winter, wet season, dry season)?
- Which seasons are January, April, July and October in?

2 Match the phrases in the box with pictures A–L.

It's cloudy. It's snowing. It's foggy.
 It's warm. It's sunny. It's raining.
 It's hot. It's cool. It's windy.
 It's cold. It's wet. It's icy.



3 Work in pairs and answer the questions.

- 1 What is the weather like today?
- 2 Is the weather usually like this at this time of year?
- 3 What is your favourite season?
- 4 What is the weather like at that time?
- 5 Why do you like it?

CELEBRATING THE SEASONS

The Sapporo Snow Festival is one of Japan's most exciting winter events – held for seven days in February. The festival started in 1950 with a group of students making sculptures with snow and ice in the park. Now, over two million people come to Sapporo to see around 400 huge sculptures. They are usually of famous people, buildings or events, and teams from different countries take part in a competition, with prizes for the best sculptures.



Reading

1a Work in pairs. Look at the photos of festivals in different seasons and discuss.

- Which season do you think people are celebrating in each photo?
- Which country do you think each festival is in?

b Read the article and check your answers.

2 Read the article again. Are the statements below true (T) or false (F)?

- 1 The Sapporo Snow Festival lasts for one week in February.
- 2 Two million people create amazing sculptures out of snow and ice.
- 3 March 22nd is the longest day of the year.
- 4 During the festival of Novruz Bayram, people go to the theatre to see plays.
- 5 In Sweden, people always celebrate Midsummer's Day on June 24th.
- 6 People think that bringing flowers into the house is lucky.
- 7 Harvest festivals are most popular along the East Coast of the USA.
- 8 The main focus of harvest festivals is to celebrate food produced in the area.

3 Work in pairs and discuss.

- Which festival do you think sounds the most interesting?
- Do you have any similar festivals in your country? What are they? What do people do and wear?

In March, people in parts of Azerbaijan, Iran and Turkey celebrate the beginning of spring with the festival of Novruz Bayram. Around March 22nd, the day and the night are equal length, and people celebrate the fact that plants are starting to grow again after the winter. People light candles and share traditional food, and there are special theatre performances in the street. It is also traditional for children to go from door to door asking for sweets.

People celebrate Midsummer's Day all over the world, but it is particularly important in Sweden. Swedish people celebrate on the Friday and Saturday nearest to June 24th by dancing round a huge maypole. There is traditional music and people wear traditional costumes. They also wear crowns made of wild flowers. Special food, like the year's first strawberries, is on the menu, and people decorate their houses with flowers to bring good luck for the year ahead.

Harvest festivals in the autumn are very popular in the USA, especially in the north-east of the country, where the autumn trees are beautiful. Harvest festivals are usually held in October and they are about celebrating local food. There are always incredible displays of food, such as apples, pumpkins and garlic. Children dress up in traditional costumes and take part in parades, and there are pony rides, entertainers and plenty of traditional music.



Grammar focus 2

would like to and want to for future wishes

1a 12.4 Listen to four sentences. Which festival is each person talking about?

b Complete the sentences. Then listen again and check.

- 1 I _____ see the theatre performances in the street tonight.
- 2 Next summer, I _____ dance round the maypole.
- 3 I _____ take part in the sculpture competition this winter.
- 4 I _____ see the pumpkin displays this afternoon.

GRAMMAR

1 We can use different verbs to talk about future wishes (as well as **be + going to + verb**).

1 **want to + verb**

*I **want to wear** traditional costume for the parade this weekend.*

*I **don't want to go** to the party tonight.*

***Do you want to come** to the festival next weekend?*

2 **would like to + verb**

*I **'d like to make** some traditional food for the festival tonight.*

*I **wouldn't like to take part** in the parade.*

***Would you like to see** the pumpkin displays?*

2 We use these common time phrases to talk about future wishes.

next winter/year tonight tomorrow morning/afternoon
this weekend/month today

PRACTICE

1a Complete the questions with **do, would** or **are**.

- 1 _____ you want to watch TV this evening? What _____ you like to watch?
- 2 _____ you going to have a busy weekend? What _____ you like to do?
- 3 _____ you want to buy anything special in the next few weeks? What?
- 4 Are there any films you _____ like to see at the moment? Which ones?
- 5 _____ you going to celebrate a festival this year? Which one?
- 6 _____ you want to go on holiday this year? Where _____ you like to go?

b 12.5 Listen and check.


c Work in pairs and take turns. Ask and answer the questions in exercise 1a.

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Task

Plan a festival

Preparation Reading

- 1 Work in pairs and discuss.
 - How often do you go to local festivals or celebrations? Do you like them? Why / Why not?
 - What different kinds of things can you do at local festivals in your area?
- 2 Read the Auldhay Festival website and answer the questions.
 - 1 Where and when is the festival going to happen?
 - 2 Which music artists are going to perform there?
 - 3 Name three special types of food you can find at the festival.
 - 4 Are there any special activities for children? What are they?
 - 5 What kind of accommodation is available?
 - 6 What entertainment is there?
 - 7 What's the name of the nearest railway station and airport?
- 3a  12.6 Listen to two people discussing the festival. Which things on the website do they talk about?
- b Listen again. Tick the phrases you hear in the Useful language box.

Task Speaking

- 1 You are going to plan a festival celebrating your own town or region. Work in pairs and spend some time planning your festival. Use the questions in Reading exercise 2 and the headings on the website to help you. Ask your teacher for any words/phrases you need.
- 2 Work in small groups and take turns. Ask and answer questions about your festivals.

> Useful language a and b

THE 15th ANNUAL AULDHAY FESTIVAL

IN THE HEART OF THE
HIGHLANDS OF SCOTLAND
JULY 5-8



A KIDS' FESTIVAL
MUSIC FESTIVAL
ARTS FESTIVAL
ALL IN ONE!

Join us for a fantastic weekend of arts,
music and much more in the
attractive town of Auldhay in the
Scottish Highlands.





USEFUL LANGUAGE

a Asking about the festival

When is the festival going to happen?

What (music) are you going to have?

How about (food)?

Are there any special activities for (children)?

Are you going to have (dancing)?

b Describing your festival

It's going to be (at the beginning of July / at the end of November).

It's going to be in a really beautiful park.

(Salsa Fling) are going to play at the festival.

We're going to have (cooking demonstrations).

We've got a lot of (activities for children).

There are a lot of good hotels nearby.

There's going to be (traditional Scottish dancing).

Music: Enjoy the best of Scottish music on our main stage, including singer-songwriter Barbara McDowell, Scottish-Brazilian fusion band Salsa Fling and world-famous Scottish folk duo the Protractors ... live on stage on Saturday 7th July from 6.30 p.m.

Food: Visit our Highland Food Café and try one of our local specialities – Scottish haggis, Scotch broth or Scottish shortbread. And why not come along to one of the traditional Scottish cooking demonstrations?

Children: Kids' activities: drawing classes, face-painting, arts and crafts workshops ... and much, much more.

Literature: Poetry reading by local poet Andy Craig.

Dancing: Traditional Scottish dancing demonstrations by the Auldhay Highland Dancers ... learn Scottish Highland dancing with the experts!

Camping: Festival campsite available. Find out about local hotels at auldhayhotels.com or contact Tourist Information: +44 (0)9561 768026 (Mon–Fri, 9–5.30; Sat, 9–4).

Getting there: Trains run to Auldhay Station every 30 mins from Aberdeen. Journey time: 25 mins. For train times, see the Scotrail website. By car: take the A903, 18 miles north of Aberdeen. By air: Aberdeen Airport. Regular flights from London Heathrow, Amsterdam, Birmingham, Dublin, Manchester.



SHARE YOUR TASK

Practise talking about your festival.

Film/Record yourself talking about your festival.

Share your film/recording with other students.



Speaking

Suggestions and offers

- 1 Work in pairs. Look at the photo and discuss. What things can you do to celebrate a birthday?

- 2a Watch the video. How many different ideas do you hear for the woman's birthday?

- b Watch again and number suggestions a–f in the order you hear them.

- a Let's go there ...
- b Why don't we ... ?
- c Shall I ... ?
- d Why don't you ... ?
- e How about ... ?
- f Where shall we ... ?

- c Where do the friends decide to go to in the end?

- 3a Put the words in the correct order to make and respond to suggestions and offers.

- 1 for a meal / Why / we / don't / go out ?
- 2 Where / go / we / shall ?
- 3 about / Thai Kitchen / How ?
- 4 bowling / go / Let's !
- 5 That / sounds like / good idea / a
- 6 phone / some tickets / and book / I'll
- 7 Shall / to come / I / ask Ben if / he wants ?
- 8 then / Yes, / OK

- b Watch and listen to the key phrases and check your answers.

PRONUNCIATION

- 1 Watch and listen again to the key phrases.
- 2 Practise saying them.

- 4a Work in pairs. Write a short conversation for one of the situations below. Include at least three different suggestions.

- You are arranging a night out at the cinema with a friend.
- An old friend is coming to visit for the weekend. Make some suggestions where to take him/her.
- You are planning a leaving party for a colleague.

What shall we do tonight?

How about going to the cinema?

That's a good idea!

- b Practise your conversation.

AFTER UNIT 12 YOU CAN ...

Talk about your future plans and intentions.

Talk about plans for a festival in your town or region.

Make suggestions and offers.

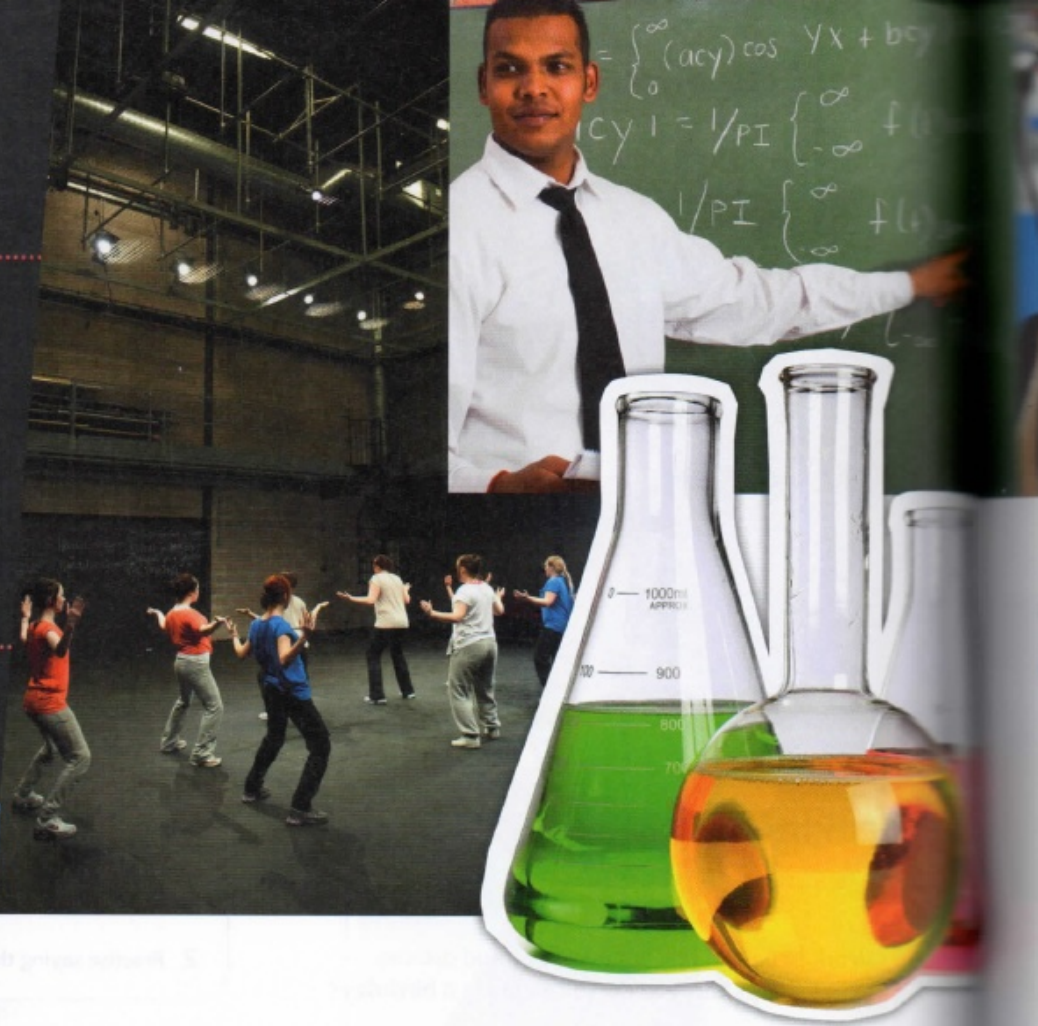
Write some information to promote a festival.

13

LIVE AND LEARN

IN THIS UNIT

- Grammar: *have to* and *don't have to*; *might* and *will*
- Vocabulary: School and university subjects; Education and training
- Task: Complete a careers questionnaire
- World culture: A dream come true



Vocabulary

School and university subjects

1a Work in pairs and discuss.

- Which of the subjects in the box can you see in the photos?
- Which subjects do/did you study at school or university?

geography	science	information technology	media studies
languages	medicine	design and technology	economics
performing arts	law	leisure and tourism	maths
business studies	history	literature	engineering

b Add three more subjects to the box. Compare your ideas with other students.

2 Work in pairs and discuss. For which of the subjects in exercise 1a do you need to be good:

- | | |
|-------------------------|--------------------|
| • with numbers? | • with your hands? |
| • with people? | • with machines? |
| • at art? | • at writing? |
| • at remembering facts? | • at speaking? |

3 Work in pairs and discuss.

- Which of the subjects in exercise 1a interest you the most? Why?
- Which of the subjects are you least interested in? Why?
- When did you start primary school? When did you start secondary school? Which did you like best? Why?
- Is it difficult to get into university in your country? Which courses are most difficult to get on? Why do you think this is?





Listening

Two career paths

1 Work in pairs and discuss.

- Which jobs/careers pay the most money in your country?
- Is money important to you when choosing a career?
- What else do you look for when choosing a career?
- Do you have an 'ideal' job?

2 13.2 Listen to two people talking about their careers. Match the people to topics 1–6 below. Write L for Lorraine and M for Martin.

- 1 having a lot of money
- 2 having time to spend with family/friends
- 3 having a stress-free life
- 4 having your own business
- 5 working for a large company
- 6 combining work and a hobby



3 Listen again and answer the questions.

Lorraine

- 1 Did Lorraine pass all her exams at school?
- 2 Were her parents unemployed?
- 3 At what age did she start work?
- 4 Did she like her job as manager of the shop?
- 5 How many shops did Lorraine open in ten years?
- 6 How much is her business worth now?

Martin

- 7 What did Martin's parents do their degrees in?
- 8 What did Martin do his degree in?
- 9 Did he like his job when he worked for a large company?
- 10 Did he spend a lot of time with his family?
- 11 Does Martin think that teaching the guitar is stressful?
- 12 Would he like to earn more money?

4 Work in pairs and discuss.

- Which person (Lorraine or Martin) do you think you are most similar to? Why?
- Which careers are more popular with men? Which are more popular with women? And which are more popular with young people? Why do you think this is?
- If you apply for a job in your country, do you normally have an interview? What happens?
- Is it easy or difficult to get a job at the moment? Are many people unemployed?

From slates to iPads ...

Language learning then, now and in the future



Textbooks might be a thing of the past very soon ...



Then ...

It's 6 a.m. on a Monday morning 500 years ago – time for lessons to start at the local grammar school. The main aim of the lesson is to study the grammar of Latin – the international language of the time (in Europe, at least) and the language of all university courses. The pupils are all boys – if girls receive any education at all, they get it at home. The boys take out their slates – there will be no pencil and paper until the 19th century. They learn grammatical rules and translate sentences, and the boys have to speak Latin at all times. If they fail at all, their punishment is up to 50 strokes of the cane!

Now ...

No one knows how many people are learning English today – one common estimate is one billion people, or a third of the world's population. Technology has become more and more important in how people learn: cassettes (which first became popular in the 1970s), CDs and video have brought 'real English' into the classroom. Many classrooms have internet access, video facilities and interactive whiteboards. But in most cases, one thing hasn't changed ... there's still a teacher!

In the future ...

Who knows what the language classroom of 2050 will be like. Many people think that textbooks might be a thing of the past very soon. And many classrooms won't have cassettes or CDs in the near future. Will students use iPads or smartphones instead of pen and paper? Will computers replace teachers? Other people think that English might not be as popular as it is now. Will Chinese, perhaps, or even a completely new international language designed by computers replace English? There is one thing that is for sure: technology will be at the centre of tomorrow's language education.

Reading

1 Work in pairs and discuss.

- Do most people in your country learn foreign languages? Why?
- Which language(s) do people learn?
- At what age do they start?
- What technology do you use in your school? How do you think technology helps learners?

2 Read the article about language learning. Which of these things are mentioned?

- studying grammar
- learning French
- using the internet
- using languages at work
- training to be a teacher
- learning Chinese

3 Read the article again. Match the sentence halves.

A

- 1 Another language might replace English
- 2 People started using audio cassettes
- 3 Latin was the international language
- 4 People started using pencil and paper
- 5 About one billion people study English
- 6 Textbooks might disappear

B

- a about 50 years ago.
- b in the 16th century.
- c in the 19th century.
- d very soon.
- e some time in the future.
- f now.

4 Work in pairs and discuss.

- How was language learning different in your country 500 years ago?
- What are language-learning classrooms like in your country now?

Grammar focus 2

might and will

1a Complete the sentences using *will*, *won't* (*will not*), *might* and *might not*.

- Textbooks _____ be a thing of the past very soon.
- Many classrooms _____ have cassettes or CDs in the near future.
- English _____ be as popular as it is now.
- Technology _____ be at the centre of tomorrow's education.

b Read the last paragraph of the article and check your answers.

GRAMMAR

1 Look again at exercise 1a. Match the modal verbs with the definitions below.

- The speaker is sure something will happen.
- The speaker is sure something will not happen.
- The speaker thinks it is possible that something will happen.
- The speaker thinks it is possible that something will not happen.

2 What form of verb comes after each modal verb?

3 Change the sentences below to make them negative.

- Students will do all their homework on computers.
- English might be the most important language.

PRACTICE

1 Choose the correct answers.

- In a few years' time, printed books **will disappear** / **will be disappear** completely.
- In the future, people **not will go** / **won't go** to school. They **might study** / **might to study** at home using a computer.
- Tom isn't sure what he wants to do when he leaves school. He **will go** / **might go** to university, or he **won't travel** / **might travel** abroad for a year.
- Denise finds Italian quite difficult. She says she **will study** / **won't study** Spanish instead.
- Why not do a course in Chinese? You never know – you **might need** / **not might need** to speak it in the future.
- Some teachers are worried that computers **will to take** / **will take** their jobs one day.



holidays and travel



career and education



languages

money

family

house and city



2a Complete the sentences to make them true for you. Use the ideas above or your own ideas.

- Next winter, I might _____.
- Next summer, I'll _____.
- Next year, I'll _____.
- In ten years' time, I might _____.
- In my life, I might not _____.
- In the next two years, I won't _____.
- One day, I'll _____.
- When I'm 65, I'll _____.

b Compare your sentences with other students.

Next winter, I might start a course in Italian.

Oh, really? Why do you want to learn Italian?

So you want to get on in life? Are you in the right job?

Do our quiz to find the perfect job for you ...

1 What's your attitude to money?

- a I want to work hard and earn a large salary.
- b Being happy in my job and helping people is more important than money.
- c Health is more important than money.
- d Money isn't important to me.

2 How do you feel about stress?

- a I like stress – it gives me energy and motivation.
- b I want a quiet, calm life!
- c I try not to worry about it!
- d I feel happy when I can work and think alone.

3 What school subjects were you good at?

- a mathematics and sciences
- b languages
- c sport and physical education
- d music, literature and design

4 Where do you prefer to work?

- a both indoors and outdoors
- b mainly indoors
- c mainly outdoors
- d not important

5 How do you like to work?

- a I sometimes like working alone, and sometimes I like working with other people.
- b I prefer working with other people.
- c I like working in a team.
- d I prefer working alone.

6 Which adjectives best describe you?

- a dynamic and original
- b sympathetic and good with people
- c sporty and healthy
- d imaginative and creative

7 How do you feel about working hours?

- a I'm happy to work at any time and as many hours as I can.
- b I'd like to work regular hours, with evenings and weekends free.
- c It's not important.
- d I work any time I have ideas.

8 What kind of clothes would you like to wear at work?

- a smart, formal clothes
- b a uniform
- c casual clothes
- d not important

USEFUL LANGUAGE

a Asking for results/information

What does that mean?
What does it say?
What else?
Anything else?

b Reacting to results/information

Yes, that's true.
That's absolutely right.
I think that's partly true.
That's not right.
That's rubbish!

c Justifying your reaction

I like doing things and being active.
I'll work as hard as I can.
I might be a bit bossy sometimes.
I won't be horrible to people.
I'm not good at maths or business.
I don't like working outdoors.
I don't want to work from nine to five.
I'm a journalist at the moment ...
I'd like to be a designer.

SHARE YOUR TASK

Practise talking about your or your partner's results and reaction to the questionnaire.

Film/Record yourself talking about your or your partner's results and reaction to the questionnaire.

Share your film/recording with other students.



14

KEEP IN TOUCH

IN THIS UNIT

- Grammar: Present perfect (unfinished time); Present perfect (with ever)
- Vocabulary: Ways of communicating; Technology
- Task: Keep talking
- Language live: Telephoning; A text message



Vocabulary Ways of communicating

- 1 Work in pairs and discuss.
- How many phones are there in your house, including all mobile phones and landlines?
 - Where do you usually keep your mobile phone during the day and during the night? Why?
 - Are you interested in having the most up-to-date phone? Why / Why not?

- 2 Complete the sentences with the words/phrases in the box.

a smartphone	a landline	a laptop
a tablet computer	an internet connection	a Wi-Fi connection

You can **make a phone call** with a smartphone and a landline.

- 1 You can **send a text message** with _____.
- 2 You can **use the internet** with _____.
- 3 You can **send an email** with _____.
- 4 You can **send an attachment** with _____.
- 5 You can **leave a voice message** with _____.
- 6 You can **pick up voicemail** with _____.
- 7 You can **use video chat** with _____.
- 8 You can **update your status** with _____.

- 3 Work in pairs. Look again at the verb phrases in bold in exercise 2 and discuss.

- Which do you do every day?
- Which do you do several times a week?
- Which do you do once or twice a month?
- Which do you never do? Why?



Talk for a minute!

NUMBER OF PLAYERS: 2+

EQUIPMENT NEEDED: Game board, topics and questions (page 137), a watch or timer

AIM: To 'take' as many squares as you can by talking for a minute about the topics/questions related to the letters on the board

RULES OF THE GAME

- 1 The youngest player starts. The next player is the person on his/her left.
- 2 Take turns to choose a letter on the board. When you have chosen a letter, look at page 137 for the topic starting with that letter. You then have a minute to talk about the questions related to that topic.
- 3 The other players time one minute and say 'Stop!' when one minute is up.
- 4 If you can speak for a minute about the questions, you can 'take' that square by writing your name on it. No other player can 'take' that square.
- 5 If you can't speak for a minute about the topic, the square stays blank. Other players can choose that letter to speak about if they want.
- 6 Continue to take turns to choose letters on the board until all the squares are 'taken' (when all the squares have the names of the players on them).
- 7 The winner is the player who has 'taken' the most squares.

USEFUL LANGUAGE

a Giving yourself time to think

So, let me think.
Right, let's see then.
So, the question is ...
I'm going to talk about ...
I want to talk about ...


b Expanding your ideas

What I mean is, ...
What else?
So, is there anything else?
Another thing I'd like to say is ...
Some other examples of this are ...
... and things like that.

Preparation Reading and listening

- 1 Look at the game and read the rules. Then answer the questions.

- 1 How many people can play the game?
- 2 What do you need to play the game?
- 3 How do you win the game?

- 2a  14.3 Listen to two people playing the game and answer the questions.

- 1 Which letter/topic does the woman choose?
- 2 Does she manage to speak for a minute and 'take' the square?

- b Listen again and tick the phrases you hear in the Useful language box.

Task Speaking

- 1a Work in small groups. Make sure you understand the rules and have got all the equipment you need. Decide who is going to start. Ask your teacher for any words/phrases you need.

- b Play the game.

> Useful language a and b

- 2 Did you find it easy or difficult to talk for a minute? Who was the winner?

SHARE YOUR TASK

Practise talking about one of the topics from the game.

Film/Record yourself talking about one of the topics from the game.

Share your film/recording with other students.

LANGUAGE LIVE

**CU
2more**

Speaking Telephoning

1 Work in pairs and discuss.

- What are the people in the photo doing?
- How often do you use your phone to:
 - chat to friends?
 - send text messages?
 - check the internet?
 - listen to music?

2a Watch the first part of the video. Tick the things you see/hear.

- a woman putting her coat on
- a man dropping his phone on the floor
- a man giving his name and phone number

b Watch again and complete the form for the taxi.

Taxi for Mr/Ms: _____

From (address): _____

To: _____

Pick-up time: _____

Number of passengers: _____

3a Watch the second part of the video. Tick the things you see/hear.

- a mobile phone ringing
- a woman looking for her mobile phone
- a man sending a text message
- a woman apologising

b Watch again and write what you think the caller says.

- 1 A: Emma Johnson speaking. Who's that?
B: _____
- 2 A: Oh, hi! How nice to hear from you.
How are you?
B: _____
- 3 A: Oh, I'm fine. Where are you?
B: _____
- 4 A: Really? Perhaps we can meet somewhere.
B: _____
- 5 A: Yes, I'd love to but, listen, it's not a good moment to talk. I'm with someone ...
B: _____
- 6 A: Can I call you back?
B: _____

4 Watch the third part of the video. Tick the things you see/hear.

- a man getting angry
- a woman taking a photo on her phone
- a man dialling a wrong number

5a Complete the key phrases with the words in the box.

about call here number soon
speaking that talk who's

- 1 Emma Johnson _____.
- 2 _____ that?
- 3 It's not a good moment to _____.
- 4 Can I _____ you back?
- 5 Talk _____. Bye!
- 6 This is Richard Goodley _____.
- 7 I'm calling _____ a taxi.
- 8 Is _____ A1 Taxis?
- 9 Wrong _____.

- b Watch and listen to the key phrases and check your answers.

PRONUNCIATION

- 1 Watch and listen again to the key phrases.
- 2 Practise saying them.

6a Work in pairs. Look again at the conversation in exercise 3b. Prepare a similar conversation and add different details.

- b Practise your conversation.

Writing

A text message

- 1 Some people use 'text speak' when they send text messages. Others prefer 'normal' English. Work in pairs and discuss.

- Which do you use in your own language? Why?
- Would you use text speak in any other types of writing?
- Do you know any text speak in English?

- 2 Match the 'text speak' in the box with the words and phrases below.

n 2moro u wd 4 luv thx ur
2 c u @ abt gr8 btw r xx

- | | |
|--------------|-------------|
| 1 about | 9 love |
| 2 and | 10 you |
| 3 are | 11 see you |
| 4 at | 12 thanks |
| 5 by the way | 13 to/two |
| 6 for | 14 tomorrow |
| 7 great | 15 would |
| 8 kisses | 16 your |

- 3 Read the text messages below and put them in the correct order.

- a Hi, Katy! Thx 4 ur text ... Yes, wd love 2 meet 2moro. c u @ Roebuck's, abt 5?
- b Fantastic!!! What is it? r u engaged?
- c That's gr8, c u @ 5. btw ... I've got some important news 4 u ...
- d Hi Sue! ... Joe & I will be in town 2moro wd u like 2 meet 4 a coffee? Luv Katy 1
- e Tell u 2moro Love & xxxxxx Katy

- 4 Rewrite the messages in 'text speak'.

- 1 Hi, Alex. Are you free tomorrow? Would you like to go to see a film? Love Ed
- 2 OK. What would you like to see?
- 3 How about *The Queen and I*? It's at the Odeon Cinema at 7.30 p.m.
- 4 Great ... what time?
- 5 About 7.15?
- 6 See you there. By the way, I haven't got any money ... can you pay for my ticket?
- 7 I'll lend you the money.
- 8 Thanks for that! See you tomorrow.
Love and kisses, Alex.

- 5 Work in pairs. Prepare a short conversation arranging a night out by text. Either write the messages on paper or send them by mobile phone.

AFTER UNIT 14 YOU CAN ...

Ask and answer questions about things you've done (up to now) and things you've never done (in your life).

Talk about technology (e.g. using the internet, mobile phones).

Talk on the phone in different situations.

Write a text message.

Communication activities

Unit 4: Grammar focus 2

Practice, Exercise 3, page 37

Student A



Tom Daley

Tom Daley is a champion diver. He comes from Plymouth – a town on the south coast of England. He lives there with his mother and two brothers. He spends a lot of his time training in Plymouth and in diving competitions all around the world. Tom loves diving. He says, '... in the air, you're free. It's dangerous, but I love it!' Tom doesn't have a lot of free time because he studies at the same time. He likes studying languages, especially Spanish.

Unit 5: Grammar focus 2

Practice, Exercise 3c, page 47

Mexico quiz

- 1 Mexico has got borders with three other countries: the USA, Guatemala and **Belize**.
- 2 The national language is **Spanish**, but many people understand English – especially in tourist areas and near the borders.
- 3 The population of Mexico City, including the surrounding area, is about **18 million**.
- 4 There are a lot of traffic problems, so from Monday to Friday you can only drive your car into the city centre **four** times.
- 5 Many Mexicans travel around by taxi. The traditional colours for taxis in the city centre are **red** and **gold**.
- 6 Offices are usually open in Mexico City from **9.00** in the morning to 7.00 in the evening.
- 7 There are many famous Mexicans. For example:
 - Thalía: she's a **singer**.
 - Carlos Slim Helú: he's a **businessman**.
 - Salma Hayek: she's an **actor**.

Unit 11: Task, Speaking

Exercise 1a, page 102

Team A

Countries

- 1 Riyadh is the capital city of Saudi Arabia.
- 2 India has around 1,600 languages.

Science

- 3 There are 100,000 centimetres in a kilometre.
- 4 Your heart beats approximately 100,000 times a day.

Sport

- 5 The 2012 Olympics were in London, England.
- 6 The most popular indoor sport in the USA is basketball.

History

- 7 Marie Curie is famous for discovering radium.
- 8 Walt Disney was born in 1901 and died in 1966.

Arts

- 9 Will Smith stars in the 2012 film *Men in Black 3*.
- 10 Adele is the first female singer to have three songs in the Top Ten at the same time.

Unit 10: Grammar focus 1

Practice, Exercise 1b, page 89

Answers

- 1 Denzil is holding a mobile phone.
- 2 Mel is wearing blue jeans and a red jumper.
- 3 Kim is eating a sandwich.
- 4 Frank is sitting under a tree.
- 5 Pippa is wearing a green dress.
- 6 Tom is reading a newspaper.
- 7 Val is sending a text message.
- 8 Three people are wearing sunglasses.

Unit 13: Task, Speaking

Exercise 1b, page 120

Mostly a: You are a dynamic person who is ready to do anything to be a success in life. Perhaps you will be a successful businessperson, manager or you will work in finance. But remember ... money doesn't buy happiness!

Mostly b: Job satisfaction and 'making a difference' are more important to you than just money. Medicine, teaching or social work might be the jobs for you.

Mostly c: You have so much energy and you love to be outdoors. You might be a sportsperson, a fitness coach ... or you might prefer to be something quiet, like a gardener.

Mostly d: You are a creative, person so a nine-to-five job in an office probably isn't for you. Perhaps you will be a successful musician, writer, interior designer ... or even a celebrity chef!

Communication activities

Unit 4: Grammar focus 2

Practice, Exercise 3, page 37

Student B



Victoria Pendleton

Victoria Pendleton is an Olympic cyclist. She comes from Bedford in south-east England, but now she lives in Wilmslow in the north of England. She trains in Manchester, which is nearby, and takes part in many cycling races around the world. 'I love training,' she says, 'and that's why I do it. But I hate racing.' In her free time, Victoria likes making clothes and cooking for her friends. She also works on a campaign to improve women's health and fitness.

Unit 6: Grammar focus 2

Exercise 1b, page 55

The British love chocolate ... the average British person eats about 11 kg of chocolate every year. That's about three bars of chocolate every week on average. One of the top countries for eating chocolate is Switzerland. The average Swiss person eats about 12 kg every year.

In China, people eat more rice than almost any other country in the world ... about 96 kg every year on average. In Britain, people eat much less rice ... the average British person only eats about 4 kg of rice every year.

The average British person eats about 500 potatoes every year. That's about ten potatoes every week on average. One of the top countries for eating potatoes is Belarus. The average Belarusian person eats about 880 potatoes every year – that's about 17 potatoes every week.

Many people think Great Britain is the number one tea-drinking country in the world ... the average British person drinks about 1,095 cups of tea every year. That's about three cups of tea every day. But actually, people in Ireland drink even more tea than this ... about 1,460 cups every year – that's about four cups a day.

Unit 7: Grammar focus 2

Practice, Exercise 3a, page 63

Student A

Complete the gaps with the Past simple form of the verb in brackets.

- Grace Hopper is famous for being a mathematician and computer scientist. She helped to create the first computer and she _____ (create) the COBOL computer programming language.
- She _____ (be) born on 9th December 1906 in New York, USA.
- As a child, she _____ (love) taking machines apart (e.g. clocks) to see how they worked.
- She _____ (graduate) from university with a degree in maths and physics.
- She then _____ (become) the first woman to get a PhD in Maths from Yale University.
- After that, she _____ (get) a job teaching maths at university.
- She _____ (not stay) at the university. In 1941, she _____ (work) as a computer programmer and consultant in the navy.
- In 1949, she _____ (be) part of the team which developed one of the world's first computers.
- After that, she _____ (develop) COBOL – a computer programming language which is still in use.
- She _____ (die) in 1992, aged 85.

Unit 11: Task, Speaking

Exercise 1a, page 102

Team B

Countries

- Zagreb is the capital city of Croatia.
- The official languages in Belgium are French, German and Dutch.

Science

- There are 86,400 seconds in a day.
- Sharks have no bones and can have 30,000 teeth in their lifetime.

Sport

- The 2002 football World Cup was in Japan and South Korea.
- A marathon race is 42.195 kilometres long.

History

- Madonna was born in 1958.
- Shakespeare wrote 38 plays.

Arts

- Jeremy Renner stars in the 2012 film *The Bourne Identity*.
- The singer Emeli Sandé comes from Scotland.

Communication activities

Unit 6: Grammar focus 1

Practice, Exercise 3a, page 53



Communication activities

Unit 14: Task, Speaking

Exercise 1b, page 129

Talk for a minute!

B (Books)

Have you read many digital versions of books? Would you rather read a digital version or a real book? Why? What are the advantages and disadvantages of each one?

C (Computers)

How important are computers in your life? How often do you use a computer and what for?

D (DVDs)

Would you rather watch a DVD at home or go to see a film at the cinema? Why?

E (English)

How long have you studied English? How do you feel about your progress? Which areas of English are you good at? Which areas would you like to improve?

F (Future)

What are you going to do when this course finishes? What are your plans for your studies, career and holidays?

G (Games)

How often do you play computer games? Which are your favourites? Do you play any other games? Which ones?

J (Jobs)

Have you ever had a really boring job or a really interesting job? What job would you most like to do? Why?

K (Keeping in touch)

How important is it for you to keep in touch with your friends? How do you mostly keep in touch? Why?

L (Learning)

How many different types of technology have you used for learning English? Which ones do you think are most useful? Why?

M (Mobile phones)

How do you feel if someone interrupts your conversation to use their mobile phone? How often do you use your phone when you are out with friends or at a meal with other people?

O (Old)

Have you ever seen an old silent black-and-white movie? Do you like that kind of film? What is your favourite type of film? Why?

P (Photos)

How often do you take photos? What do you usually use to take photos (phone, camera, etc.)? Do you store your photos online or in a photograph album? Why?

R (Recycling)

How many old phones and chargers have you recycled? Do you recycle other things? Do you think you do enough recycling?

S (Shopping)

Have you done much shopping online? Do you prefer shopping online or in real shops? Why? What are the advantages and disadvantages of each one?

T (Technology)

Have you ever spent a day without any technology? How would you feel if all technology disappeared completely? What would you miss most? Why?

W (Writing)

Have you ever written a letter in English? Do you often write letters or send cards to people? Why / Why not?

2 Questions and short answers

Questions	Short answers
Am I British?	Yes, I am. No, I'm not.
Are you married?	Yes, you are. No, you aren't.
Is he Australian?	Yes, he is. No, he isn't.
Is she on holiday?	Yes, she is. No, she isn't.
Is it Friday?	Yes, it is. No, it isn't.
Are we friends?	Yes, we are. No, we aren't.
Are they in New York?	Yes, they are. No, they aren't.

PRACTICE 4

1 Complete the questions with *how*, *what* or *where*.

- What's* your name?
 1 _____ old are you?
 2 _____'s your job?
 3 _____ are you from?
 4 _____ do you spell your surname?
 5 _____'s your work number?

STUDY 5

Personal pronouns and possessive adjectives

Personal pronouns	Possessive adjectives	Example
I	my	My name's James Taylor.
you	your	How old is your car?
he	his	His address is 16 Leyton Road.
she	her	What's her telephone number?
it	its	The horse hurt its leg.
we	our	Our son is six years old.
they	their	What's their email address?

PRACTICE 5

Choose the correct answers.

- A: How old are *you* / *your*?
B: I / *My* am 26.
- His* / *He* name's Tomas. *His* / *He's* a musician and *his* / *he's* from Argentina.
- Mel and I are students. *They* / *We* are in Dublin now.
We / *Our* address is 24 Elm Drive.
- Julio is from Italy. *His* / *My* children are Alessia and Silvio.
They / *She* are two and four years old.
- Selena is a doctor and *you* / *she* is from Australia.
She / *Her* home town is Sydney.
- Jenny and David are married. *Their* / *They* are on holiday with *their* / *they* children.

REMEMBER THESE WORDS

COUNTRIES AND NATIONALITIES

Australia – Australian	Japan – Japanese
Brazil – Brazilian	Poland – Polish
China – Chinese	Russia – Russian
Great Britain – British	Spain – Spanish
Ireland – Irish	the USA – American
Italy – Italian	Vietnam – Vietnamese

JOBS

an actor	a lawyer
a businessman	a musician
a businesswoman	a police officer
a doctor	a shop assistant
an engineer	a singer
a footballer	a waiter

OTHER

an address	phone/mobile number
a friend	really?
married	single
a name	a student
on business	a tourist
on holiday	

PRACTICE

1 Write the country and nationality for each capital city.



- | | | |
|-----------|----------------|--------------|
| 1 Dublin | <i>Ireland</i> | <i>Irish</i> |
| 2 London | _____ | _____ |
| 3 Moscow | _____ | _____ |
| 4 Rome | _____ | _____ |
| 5 Madrid | _____ | _____ |
| 6 Beijing | _____ | _____ |
| 7 Warsaw | _____ | _____ |
| 8 Tokyo | _____ | _____ |

2 Add letters to complete the jobs. Then add *a* or *an*.

- an* actor
 1 _____ b _ s _ n _ ssm _ n
 2 _____ l _ _ y _ r
 3 _____ d _ ct _ r
 4 _____ e _ g _ n _ er
 5 _____ w _ _ t _ r
 6 _____ s _ _ p ass _ st _ nt
 7 _____ m _ s _ c _ an
 8 _____ fo _ tb _ ll _ r

STUDY 1

this/that, these/those

	here 	there 
Singular	this (book)	that (book)
Plural	these (books)	those (books)

David, **this** is Janet Dean.

Look at **that** car over there!

Are **these** your keys?

Who are **those** people?

REMEMBER!

In the answer, we usually use *it's* or *they're*.

A: What's **this/that**?

B: It's a credit card.

A: What are **these/those**?

B: They're sweets.

Nouns: singular and plural

Singular	Plural	Spelling
a credit card	credit cards	+ -s
a watch	watches	+ -es (after -ch, -sh, -s, -x, -z)
a family	families	+ -ies (consonant + -y → -ies)

Possessive 's

- We use a person + -'s for possession.

Jane's brother NOT the brother of Jane

Patrick's computer

my father's name

- We usually use *of* before things or places.

a picture of a car NOT a car's picture

the Queen of England NOT England's Queen

the Statue of Liberty NOT Liberty's Statue

- If the first noun is plural, the apostrophe comes after the s.

my **parents'** house (= two parents)

the **teachers'** room (= many teachers)

Apostrophes

We use apostrophes:

- with the short forms of *is* and *has*.

He's on holiday.

She's got two sisters.

- to show possession.

Hannah's teacher

My two cousins' school

We do not use apostrophes to show that a noun is plural.

These are my keys. NOT These are my key's.

They've got two babies.

PRACTICE 1

1 Complete the sentences with *this, that, these* or *those*.

1 A: Sonia, _____ is my friend Mariko.

B: Hello, Mariko.

C: Hi, Sonia.

2 Is _____ man over there your father?

3 Are _____ your keys over there on the table?

4 Look at _____ photos here.

5 _____ is my phone here.

6 _____ children over there are my cousins.

2 Put an apostrophe before the s where necessary.

1 Are these your keys?

2 That's Annas bag.

3 Shes got two sisters.

4 Whats the matter?

5 Hes Lauras cousin.

6 My fathers name is Sam.

7 Hes got three dogs.

8 Whats your brothers name?

STUDY 2

have got**1 Positive, negative and question forms**

We use *have got* for:

- possession.

I've got a new mobile phone.

My school's got 25 computers.

- relationships.

Juan's got a new girlfriend.

They've got three children.

We can use *have* instead of *have got* in positive sentences.

My school **has** 25 computers.

They **have** three children.

+	I/You/We/They've got (= have got) He/She/It's got (= has got)	a new phone. a TV.
-	I/You/We/They haven't got (= have not got) He/She/It hasn't got (= has not got)	a dog. a motorbike.
?	Have I/you/we/they got Has he/she/it got	a dictionary? a car?

Short answers	Yes, I/you/we/they have. Yes, he/she/it has.
	No, I/you/we/they haven't. No, he/she/it hasn't.

STUDY 3

Telling the time

After the hour, we use *past*. Before the hour, we use *to*.

- 3.05 = five past three
- 3.10 = ten past three
- 3.15 = quarter past three
- 3.20 = twenty past three
- 3.25 = twenty-five past three
- 3.30 = half past three
- 3.35 = twenty-five to four
- 3.40 = twenty to four
- 3.45 = quarter to four
- 3.50 = ten to four
- 3.55 = five to four

We can also say *three-o-five* (3.05), *three ten* (3.10), *three forty-five* (3.45), etc.

REMEMBER!

at	on	in
at 10 o'clock	on Sunday	in the morning
at night	on weekdays	in the afternoon
at the weekend		in the evening
at midday		
at lunchtime		

PRACTICE 3

Write the times.

- quarter to four 3.45
- 1 five past six _____
- 2 twenty-five to eleven _____
- 3 half past eight _____
- 4 ten twenty _____
- 5 twenty to twelve _____
- 6 quarter past three _____
- 7 nine o'clock _____
- 8 quarter to ten _____

Write the times.

- 1.25 twenty-five past one
- a 3.30 _____
- b 6.15 _____
- c 5.10 _____
- d 11.00 _____
- e 5.45 _____
- f 9.35 _____
- g 3.55 _____
- h 7.20 _____
- i 9.40 _____
- j 1.05 _____

REMEMBER THESE WORDS

COMMON VERBS

- to get up at 7.30 a.m. / early / late
- to go to work / to bed early / out a lot
- to have a bath/shower in the morning
- to have breakfast/lunch/dinner
- to have lunch at home / in a café
- to live in a house/flat/city
- to live with my parents/friends
- to study very hard / English / at university
- to work in an office / at home / for a big company

TELLING THE TIME

- eight fifty-five / five to nine
- five o'clock
- one thirty / half past one
- seven forty-five / quarter to eight
- ten twenty / twenty past ten
- two fifteen / quarter past two

PLACES IN A TOWN

- a beach
- a block of flats
- a cinema
- a park
- a restaurant
- a shopping centre
- small shops
- a street market
- a supermarket
- a swimming pool

OTHER

- a city
- (at) lunchtime
- (at) midday
- (at) midnight
- (at the) weekend
- to close
- to finish
- (in the) afternoon
- (in the) evening
- (in the) morning
- (on) weekdays
- to open
- to start
- a town
- a village

PRACTICE

1 Complete the sentences with the words in the box.

have live study get up go work

- 1 I _____ in a big flat in Milan.
- 2 They _____ breakfast in a café at the weekend.
- 3 We _____ English after school.
- 4 I _____ at 6.00 in the morning.
- 5 You _____ to school by bus and train.
- 6 I _____ long hours for a big company.

2 Choose the correct answers.

- 1 I get up **at** / **on** half past seven.
- 2 They play football **in** / **on** Saturdays.
- 3 Do you have lunch **on** / **at** midday?
- 4 I don't work **at** / **on** the weekend.
- 5 Do they sleep **on** / **in** the afternoons?
- 6 I go to bed early **at** / **on** weekdays.
- 7 We watch TV **in** / **at** the evenings.
- 8 The shops close **at** / **on** lunchtime.

STUDY 1

there is and there are; some and any**1 Countable and uncountable nouns**

Countable nouns	Uncountable nouns
eggs	milk
apples	butter
books	money
dogs	music

- We can use countable nouns in the singular or plural.
Have you got a cat? Do you like cats?
- Uncountable nouns do not have a plural.
Do you like classical music?
NOT *Do you like classical musics?*

Note: A dictionary usually says if a noun is countable or uncountable.

REMEMBER!

Bread, toast, cake, milk, fruit juice, water, coffee and tea are all uncountable nouns, but we can talk about:

- a piece of bread/toast/cake.
- a glass of milk / fruit juice / water.
- a cup of coffee/tea.

We can also talk about a **coffee** (= a cup of coffee) and **two teas** (= two cups of tea).

2 there is and there are

	Singular	Plural
+	There's a cup.	There are six plates.
-	There isn't a bottle of milk.	There aren't any cups.
?	Is there a glass of orange juice?	Are there any glasses?

Short answers	Yes, there is. No, there isn't.	Yes, there are. No, there aren't.
---------------	------------------------------------	--------------------------------------

3 some and any**SOME**

- We use *some* in positive sentences when we don't say exactly how many or how much.
Have some grapes!
There's some soup and bread for lunch.
- some* = a small number / a small amount
Notice the difference:
some onions *a lot of onions*
some money *a lot of money*

ANY

- We usually use *any* or *no* in negatives with plural and uncountable nouns.
I haven't got any money. (= I've got **no** money.)
There aren't any emails. (= There are **no** emails.)
There isn't any time. (= There's **no** time.)
- We usually use *any* in questions with plural and uncountable nouns.
Have you got any brothers or sisters?
Are there any buses at night?
Is there any meat in this soup?

	Singular countable noun	Plural countable noun	Uncountable noun
+	There's an apple.	There are some grapes.	I've got some soup.
-	I haven't got a bowl.	We haven't got any glasses.	There isn't any water.
?	Is there a cinema here?	Are there any shops?	Have you got any money?

REMEMBER!

With plural and uncountable nouns:

- we can also use *some* in these questions:
Would you like some cheese/coffee/grapes?
Have you got some grapes / mineral water?
- we usually use *some* in this question:
Can I have some wine/cake/oranges?

PRACTICE 1**1 Write sentences about your town using *there is* or *there are*.**

There are restaurants.

- _____ airport.
- _____ station.
- _____ trams.
- _____ university.
- _____ cinemas.
- _____ beaches.

2 Write questions and short answers using the prompts.

restaurants in your town

Are there any restaurants in your town?

No, there aren't.

1 water in that bottle

_____ ?
Yes, _____.

2 beaches in your town

_____ ?
No, _____.

3 milk in the fridge

_____ ?
Yes, _____.

4 olives in the salad

_____ ?
No, _____.

3 Complete the sentences with *some* or *any*.

- Are there any Mexican students in your class?
- I'd like _____ water, please.
 - I haven't got _____ brothers or sisters.
 - I've got _____ emails from my students.
 - I'm sorry but there isn't _____ milk.
 - Are there _____ films on TV tonight?
 - There are _____ people outside.
 - We haven't got _____ oranges.
 - Is there _____ bread?

STUDY 2

how much and how many

- We use *how many* with countable plural nouns.
How many brothers/children/oranges have you got?
How many cakes does Paul eat every day?
- We use *how much* with uncountable nouns.
How much rice/milk/money have we got?
How much coffee does Elena drink every week?

REMEMBER!

We use *how much* to ask about prices.

How much is it/this/that?

How much are they/these/those?

A: *How much does it cost?*

B: *It's £10.*

A: *How much do they cost?*

B: *They're £50.*

PRACTICE 2

1 Choose the correct answers.

- How *many* / *much* brothers and sisters have you got?
- How *many* / *much* students *is* / *are* there in your class?
- How *many* / *much* money have you got with you today?
- How *many* / *much* languages can you speak?
- How *many* / *much* football do you watch on TV every week?
- How *many* / *much* homework *is* / *are* there today?

2 Complete the sentences with the words in the box.

orange juice are chicken is plates many
much there

- How _____ forks have we got?
- How many _____ do we need?
- How _____ soup would you like?
- How much rice _____ there?
- How much _____ can you eat?
- How many people _____ here today?
- How much _____ do you want?
- How much sugar is _____ in this cake?

REMEMBER THESE WORDS

FOOD: COUNTABLE NOUNS

an apple	a grape
a banana	a sandwich
a biscuit	a tomato
an egg	

FOOD: UNCOUNTABLE NOUNS

bread	olive oil
cheese	orange juice
chicken	salad
fruit	water

FOOD: WORD PAIRS

bread and butter	knife and fork
fish and chips	salt and pepper
food and drink	sweet and sour
fruit and vegetables	tea and coffee
herbs and spices	

OTHER

a cappuccino	a picnic (basket)
change	a receipt
delicious food	rice
eat in/takeaway	a side dish
healthy/unhealthy	small/medium/large (coffee)
lively atmosphere	a snack
a main dish	a typical dish
an olive	vegetarian (food)

PRACTICE

1 Add letters to complete the food words.

- s _ _ _ _ h
- c _ _ _ _ n
- c _ _ _ e
- t _ _ _ o
- b _ _ _ _ t
- j _ _ _ e

2 Make food pairs using the words in the box. Make sure you write them in the correct order.

vegetables fish pepper coffee sour knife bread
food sweet salt fork spices fruit chips butter
drink tea herbs

fruit and vegetables

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

STUDY 1

Past simple: was/were

+	I/He/She/It was You/We/They were	at home. at school.
-	I/He/She/It wasn't (= was not) You/We/They weren't (= were not)	here. at the cinema.
?	Was I/he/she/it Were you/we/they	at work yesterday? on holiday?

Short answers	Yes, I/he/she/it was.
	Yes, you/we/they were.
	No, I/he/she/it wasn't.
	No, you/we/they weren't.

REMEMBER!

I was born in 1991.

NOT I born in 1991.

NOT I was borned in 1991.

PRACTICE 1

1 Do you remember the 'Amazing children' on page 60?

Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

- There _____ a young composer. What _____ his name?
- There _____ a pop group. What _____ the name of the pop group?
- What _____ the names of the twin actresses? Where _____ they from?
- There _____ any Olympic runners, but there _____ an Olympic skater. What _____ her name?
- There _____ a young footballer. What _____ his name?
- Father and daughter Ryan O'Neal and Tatum O'Neal _____ both in a film together. One of them _____ an Oscar winner, but one of them _____. Which one _____ the winner?

2 Write answers to the questions in exercise 1.

3 Complete the sentences with *was/wasn't* or *were/weren't*.

- I ¹ _____ born in Chicago on 22nd June 1977, but my parents
² _____ American. They ³ _____ from Ireland. My mother's name
⁴ _____ Elizabeth and my father's name ⁵ _____ Ian.

My mother ⁶ _____ very old when I ⁷ _____ born. She ⁸ _____
 17 and my father ⁹ _____ 19. When I ¹⁰ _____ 12 years old, we
 moved to Miami in Florida. It ¹¹ _____ lovely and hot there.
 We ¹² _____ a rich family, but we ¹³ _____ happy.

STUDY 2

Past simple: regular and irregular verbs

- We use the Past simple to talk about:
 - a single finished action in the past.
*My parents **met** in 1960.*
*The film **started** at 7.30 p.m.*
 - a finished state in the past.
*Kate **had** a happy childhood.*
*We **lived** in a small city.*
 - a repeated action in the past.
*She always **phoned** me on Sunday evenings.*
*They **went** swimming every day.*
- When we use the Past simple, we often say the time of the action.
in 1960, at 7.30 a.m., on Sunday evenings

1 Regular verbs

- We usually add *-ed* to the verb.
*I/you/he/she/it/we/they **worked**, **wanted**, **finished**, **listened**, **watched**, **played**.*
- Other spelling rules:

Verb	Rule	Example
ends in -e (e.g. <i>live</i>)	+ -d	She lived in France last year.
ends in consonant + vowel + consonant (e.g. <i>stop</i>)	double the final consonant	He stopped work at 5.30 p.m. yesterday.
ends in consonant + -y (e.g. <i>study</i>)	change -y to -ied	I studied economics three years ago.

2 Irregular verbs

Many common verbs have an irregular past form (see the Irregular verb list on page 175).

go → *went*
have → *had*
meet → *met*
know → *knew*

PRACTICE 2

1 Write the past forms of the verbs.

- | | | | |
|----------|-------|-----------|-------|
| 1 arrive | _____ | 7 become | _____ |
| 2 go | _____ | 8 leave | _____ |
| 3 make | _____ | 9 get | _____ |
| 4 begin | _____ | 10 decide | _____ |
| 5 have | _____ | 11 take | _____ |
| 6 want | _____ | 12 die | _____ |

Choose the correct short answer.

- Did your friends meet you last night?
 a Yes, they were.
 b Yes, they did.
 c Yes, they met.
- Did Sam have any fruit for breakfast?
 a Yes, he did have.
 b Yes, he did.
 c Yes, he had.
- Did you always want to be a doctor?
 a No, I didn't.
 b No, I wasn't.
 c No, she didn't.
- Did you have a good day?
 a Yes, I did have.
 b Yes, we did.
 c Yes, I was.
- Did your sisters go to school with you?
 a Yes, they were.
 b Yes, she did.
 c Yes, they did.
- Did Annie enjoy her holiday?
 a No, she didn't.
 b No, she didn't enjoy.
 c No, she wasn't.

REMEMBER THESE WORDS

ADJECTIVES TO DESCRIBE STORIES

boring	happy
enjoyable	romantic
exciting	sad
fast-moving	serious
frightening	slow
funny	

ENTERTAINMENT

to cook dinner for friends	to go to a party
to download music	to go to the theatre
to go to the cinema	to go for a walk
to go to a concert	to play computer games
to go out for dinner	to read a book
to go to a musical	to watch a DVD at home

OTHER

an action film	a historical film
an adventure film	a hit song
an audience	a lead singer
a band	to make phone calls
(bass) guitarist	to perform/a performance
comedy	a romance
drummer	a sci-fi film
to get good reviews	to write poems and plays

PRACTICE

1 Choose the correct answers.

- It was a very *happy* / *sad* film – a lot of people in the cinema cried.
- I didn't want to stop reading this book – it was so *exciting* / *boring*.
- I saw a very *frightening* / *enjoyable* film last night and I didn't sleep at all after that.
- This book was very *serious* / *funny* – I laughed a lot.
- There was so much action in the film – it was very *slow* / *fast-moving*.
- I fell asleep during the film because it was really *boring* / *happy*.
- The book was *sad* / *enjoyable* – I found it was very easy to read.
- I like *romantic* / *frightening* films – especially when the love story has a happy ending.

2 Complete the sentences with the Past simple form of the verbs in the box.

cook download go (x4) play read watch

I had a really busy weekend. On Friday evening, I ¹ *went* out for dinner with some friends. Then we ² _____ to the cinema and saw a really enjoyable film. On Saturday morning, I ³ _____ for a walk with my sister and then in the afternoon, I ⁴ _____ music and ⁵ _____ a DVD at home. In the evening, I ⁶ _____ to a party. I was tired on Sunday morning, so I got up late. In the afternoon, I ⁷ _____ computer games and ⁸ _____ a book. On Sunday evening, I ⁹ _____ dinner for some friends.

3 Add letters to complete the words.

- I'm interested in reading h _____ novels about the 18th century.
- I went to see a good film last night. It was a c _____ and I laughed a lot.
- His ambition is to be a d _____ in a rock band.
- I want to see that new film – it's got very good r _____.
- Everybody clapped loudly after her amazing p _____.
- I don't usually like s _____ films – but I loved *Total Recall*.
- A lot of people in the a _____ were coughing during the concert.
- He's the g _____ in the band and he also sings sometimes.

STUDY 1

Comparative adjectives

- When we compare two things we use *than*.
*Sarah's older **than** Hannah.*
*London is more expensive **than** Manchester.*
- With all one-syllable adjectives, we use *-er + than*.
*This car is **cheaper than** the other one.*
*Joe is **taller than** his father.*
- With two-syllable adjectives that end in *-y*, we change *-y* to *-ier + than*.
*busy: I am **busier than** I was before.*
*pretty: The old part of the town is **prettier than** the new part.*
- With other two-syllable adjectives and adjectives of three or more syllables, we use *more + adjective + than*.
*She is **more famous than** her husband.*
*This shop is **more expensive than** the other one.*
*Chinese is **more difficult than** Spanish for me.*
- Notice these irregular forms:
*good: This road is **better than** it was before.*
*bad: I feel **worse than** I did yesterday.*
- We can also compare two things using *less* instead of *more*.
*That jacket is **less expensive than** this one. (= cheaper)*
*My exam was **less difficult than** I expected. (= easier)*

STUDY 2

Superlative adjectives

- We form superlatives with:
 - the + adjective + -est.*
*The red dress is **the cheapest** in the shop.*
*My bedroom is **the coldest** room in the house.*
 - the + most + adjective.*
*This is **the most expensive** restaurant in town.*
*He bought **the most comfortable** bed in the shop.*
- We can also use *the + least + adjective*.
*He is **the least generous** person I know.*
*I found **the least expensive** ticket on the internet.*
- The rules are the same as for comparative forms.

PRACTICE 1

1 Complete the questions with the comparative form of the adjective in brackets.

- Who's _____ (tall), you or your teacher?
- Who's _____ (young), you or your best friend?
- Which is _____ (good), going to the cinema or watching a DVD?
- Which is _____ (easy) for you, speaking or understanding English?
- Which is _____ (important) for you, having a well-paid job or an interesting job?
- Which month is _____ (hot) in your country, August or October?
- Which is _____ (bad) for you, losing your phone or losing your wallet?
- Which is _____ (expensive), your watch or your phone?

2 Six of the sentences have an extra word. Find the extra words and delete them.

- A train is more faster than a car.
- A taxi is more expensive than a bus.
- A car is more easier to drive than a bus.
- A scooter is more slower than a motorbike.
- Riding a bicycle is more healthier than driving a car.
- Trains are usually more bigger than buses.
- A big car is more difficult to park than a small car.
- Walking to work is more cheaper than driving.

Adjective	Comparative	Superlative	Spelling rule
cheap	cheaper	the cheapest	most one-syllable adjectives: + -er/est
nice	nicer	the nicest	adjectives ending in e: + -r/st
big	bigger	the biggest	adjectives ending in consonant + vowel: + consonant: double the final consonant + -er/est
easy	easier	the easiest	adjectives ending in y: change to -ier/iest
famous expensive	more famous more expensive	the most famous the most expensive	most two-syllable adjectives and adjectives of three or more syllables: more/most + adjective
good bad	better worse	the best the worst	irregular adjectives

PRACTICE 2

1 Choose the correct answers.

- 1 I **write / am writing** this email on holiday in Rome.
- 2 Her parents are Russian – they **come / are coming** from Moscow.
- 3 I **sit / am sitting** in a café with Jane right now.
- 4 How long **do you stay / are you staying** in Spain on holiday?
- 5 Harry **works / is working** in a restaurant for the summer.
- 6 We usually **play / are playing** tennis on Saturday morning.
- 7 Sorry, I can't come – I **study / am studying** today.
- 8 I **live / am living** in a flat with my parents until I go to university next year.

2 Match the questions to the answers.

- 1 Is George coming by train?
 - 2 Does Susannah travel to work by train?
 - 3 Are you cooking dinner?
 - 4 Do you cook dinner every night?
 - 5 What are you doing?
 - 6 What do you do?
- a I'm doing my homework
b I'm a teacher.
c Yes, I am. I'm making spaghetti!
d No, he isn't. He's driving.
e No, I don't. My husband cooks dinner most days.
f Yes, she does.

REMEMBER THESE WORDS

CLOTHES

- | | |
|----------------|------------|
| a baseball cap | a skirt |
| a dress | a suit |
| a jacket | sunglasses |
| jeans | a tie |
| a jumper | trainers |
| a shirt | trousers |
| shorts | |

DESCRIBING PERSONALITY

- | | |
|--------------|-----------|
| bossy | kind |
| cheerful | moody |
| confident | organised |
| determined | reliable |
| easy-going | shy |
| friendly | sociable |
| hard-working | |

OTHER

- | | |
|-----------------------|---------------------|
| an appointment | smart clothes |
| casual clothes | to suit someone |
| a fancy-dress party | too big/small |
| jewellery | to try something on |
| a larger/smaller size | a uniform |
| a party costume | |

PRACTICE

1 Put the letters in brackets in the correct order to complete the sentences.

- 1 She bought an expensive new _____ (rsdes) for the party.
- 2 Don't forget your _____ (gansessuls) when you go on holiday.
- 3 I wore a grey _____ (tisu) and a blue _____ (eti) at my interview.
- 4 I need to buy some new _____ (netairrs) for my run on Saturday.
- 5 Take a _____ (pemjur) with you – it will probably be cold.
- 6 You can't get into the Timepiece nightclub if you wear _____ (nesaj).
- 7 There isn't a uniform at work, but most people wear a black _____ (katcej).
- 8 I've got some new _____ (rotshs) for my beach holiday.

2 Put the clothes in the box into the correct category.

sunglasses a baseball cap trousers skirt
shirt a tie trainers tracksuit

Things you wear on your head and neck	Things you wear on your feet	Things you wear on your body

3 Choose the correct answers.

- 1 He likes talking to people. He is **moody / sociable**.
- 2 She is always smiling. She is **cheerful / organised**.
- 3 He always tells people what to do. He is **easy-going / bossy**.
- 4 She doesn't like talking to new people. She is **kind / shy**.
- 5 He works all the time. He is **hard-working / sociable**.
- 6 She wants to succeed very much. She is **reliable / determined**.
- 7 He is someone you can trust. He is **reliable / bossy**.
- 8 She plans things well. She is **friendly / organised**.

PRACTICE 2

1 Choose the correct answers.

- There are a lot of *butter* / *olives* in the fridge.
- There isn't any *tickets* / *time* left.
- I've got a few *biscuits* / *bread* in my bag.
- She hasn't got many *coins* / *money*.
- How many *time* / *minutes* have you got?
- He's got a little *food* / *grapes*.
- There aren't many *cups* / *coffee* in the cupboard.
- How much *space* / *chairs* is there in the classroom?

2 Change the word *rice* to *potatoes* and make changes where necessary.

I've got a little rice.

I've got a few potatoes.

- There isn't much rice in the cupboard.
- She hasn't got any rice on her plate.
- There is a lot of rice left in the bowl.

3 Change the word *potatoes* to *rice* and make changes where necessary.

- There aren't any potatoes on the shelf.
- He's got a few potatoes in his bag.
- I haven't got many potatoes on my plate.
- There are a lot of potatoes in the cupboard.

REMEMBER THESE WORDS

ANIMALS

a camel	a fish
a chimpanzee	a horse
a dog	a llama
a dolphin	a rat
a donkey	a snake
an elephant	a whale

NATURAL FEATURES

a beach	an ocean
a desert	a river
a forest	a sea
a lake	a valley
a mountain	a volcano

BIG NUMBERS

five point five	fifty thousand
fifty	five hundred thousand
five hundred	five million
five hundred and five	five billion
five thousand	

OTHER

an active volcano	population
grams/kilograms	varieties of plants
kilometres per hour / kph	wild animals
metres/kilometres	wildlife
pets	working animals

PRACTICE

1 Read the clues and complete the gaps with the words in the box

dogs camels horses donkeys llamas elephants
fish chimpanzees snakes rats dolphins whales

- live in water _____
- have four legs _____
- have no legs _____
- are often pets _____
- people use to carry things _____
- live in jungles _____
- live in cities _____
- have fur or hair _____

2 Choose the two correct answers in each sentence.

- We went swimming in the *river* / *desert* / *lake* near our house yesterday.
- They spent four hours climbing up the *mountain* / *volcano* / *beach*.
- The trees in the *valley* / *volcano* / *forest* are really beautiful.
- These fish live in the deep water of many *oceans* / *seas* / *beaches*.
- I live near part of a long *volcano* / *river* / *valley* going on for several kilometres.
- The *beach* / *sea* / *desert* has very red sand.

3 Write the numbers in words.

- 5.4 _____
- 6,000 _____
- 70 _____
- 800 _____
- 20,000 _____
- 302 _____
- 4,000,000 _____
- 200,000 _____

PRACTICE 2

1 Put the words in the correct order.

- 1 want / Do / sandwich / to / you / have / a ?
- 2 like / please / to / tickets / I'd / two / buy
- 3 early / to / up / I / want / tomorrow / don't get
- 4 me / a / share / like / taxi / you / to / with / Would ?
- 5 doesn't / cook / to / She / dinner / want
- 6 my / Do / to / want / you / pen / use ?
- 7 cake / Would / have / to / some / you / like ?
- 8 football / want / this / They / to / weekend / play

2 Choose the best answers.

- 1 *Would* / *Do* you want to go to the cinema?
- 2 He *would* / *want* like to go to a restaurant tonight.
- 3 I'd *want* / *like* to make a cake for your birthday.
- 4 She *doesn't* / *wouldn't* want to stay out late tonight.
- 5 *Would* / *Do* you like to come to a party next weekend?
- 6 My parents would *like* / *want* to meet you.
- 7 I *don't* / *wouldn't* want to play football this afternoon.
- 8 *Would* / *Do* they want to take a taxi?

3 Complete the sentences with the words in the box.

.....
 speak would want 'd don't do wants like

- 1 _____ you want to go to the beach?
- 2 What _____ you like to do tonight?
- 3 Does he _____ to work for a big company?
- 4 They'd _____ to live in the city centre.
- 5 She _____ to go home now. She's tired.
- 6 I _____ like to buy this shirt, please.
- 7 I _____ want to see that film. It doesn't look very good.
- 8 Do you want to _____ to Dad?

REMEMBER THESE WORDS

CELEBRATIONS AND PARTIES

a birthday party	a leaving party
a coming-of-age party	to make a cake
to decorate the house	to make traditional food
to decorate the table	a national holiday
to dress up in party clothes	a religious holiday
to dress up in traditional costumes	to take part in a competition
a graduation party	to take part in a parade
to hire a band	a wedding party
to hire an entertainer	

WEATHER AND SEASONS

autumn	It's snowing.
dry season	It's sunny.
It's cloudy.	It's warm.
It's cold.	It's wet.
It's cool.	It's windy.
It's foggy.	spring
It's hot.	summer
It's icy.	wet season
It's raining.	winter

OTHER

accommodation	live on stage
arts and crafts workshops	local specialities
a campsite	

PRACTICE

1 Complete the sentences with the words in the box.

.....
 decorate (x2) dress up hire (x2) make take part (x2)

- 1 I'm going to _____ a cake and some other traditional food for the festival.
- 2 She wants to _____ the table with pink and white flowers.
- 3 He's going to _____ a jazz band to play at his birthday party.
- 4 We're going to _____ in the parade which goes down the main street.
- 5 She wants to _____ in traditional costume for her 16th birthday party.
- 6 They always _____ an entertainer for the children at their parties.
- 7 They're going to _____ the house for Halloween.
- 8 I'd like to _____ in the competition for best music performance.

2 Look at the pairs of sentences. Tick the pairs which make sense. Cross the pairs which don't make sense.

- It's hot.
 I need a warm coat and gloves. ✗
- 1a It's cold.
 b I can't see where I'm driving.
- 2a It's windy.
 b My hat blew away.
- 3a It's raining.
 b I need an umbrella.
- 4a It's foggy.
 b I'm going to sunbathe on the beach.
- 5a It's icy.
 b I slipped over on the pavement.
- 6a It's cloudy.
 b I need my sunglasses.
- 7a It's snowing.
 b Typical summer weather!
- 8a It's warm.
 b I'd like a cold drink.

STUDY 1

have to and don't have to

- We use *have to* when it is necessary or obligatory to do something.
*You **have to** drive on the left in Britain.*
- We use *don't have to* when it is not necessary to do something, but you can do it if you want to.
*You **don't have to** go to the party if you don't want to.*

REMEMBER!

When it is **not** OK or it is prohibited to do something, we use *can't*.

*You **can't** smoke in the classroom.*

NOT *You **don't have to** smoke in the classroom.*

+	I/You/We/They	have to	leave.
	He/She/It	has to	
-	I/You/We/They	don't have to	leave.
	He/She/It	doesn't have to	
?	Do	I/you/we/they	have to go?
	Does	he/she/it	

Short answers	Yes,	I/you/we/they he/she/it	do. does.
	No,	I/you/we/they he/she/it	don't. doesn't.

PRACTICE 1

1 Choose the correct answers.

- I get up late on Saturdays because I *have to* / *don't have to* go to work.
- Jo *has to* / *doesn't have to* pay. It's free for children under 12.
- I *have to* / *don't have to* pass my final exams before I go to university.
- Mike *has to* / *doesn't have to* wear a uniform. He can't wear his own clothes.
- It isn't raining so we *have to* / *don't have to* take umbrellas.
- We *have to* / *don't have to* get the bus to college. It's too far to walk.
- You *have to* / *don't have to* book tickets by credit card. They don't take cash.
- My brother *has to* / *doesn't have to* take his exam again. He failed the first time.

2 Find and correct the wrong word in each sentence.

- doesn't*
He ~~don't~~ have to get up early tomorrow.
- I don't has to wear a suit at work. I wear anything I like.
 - You don't smoke anywhere in this building.
 - Does we have to get to school by 9.00 a.m.?
 - He doesn't has to study during the summer holidays.
 - Do you have to paying to get in?
 - You has to wear a helmet when you ride a motorbike.
 - Does they have to take off their shoes in the house?
 - You don't talk to anyone during the exam.

3 Use the prompts to make sentences with the correct form of *have to* and *don't have to*.

- You / wear a seatbelt / when you drive in Britain.
- you / do military service / in your country?
- My brother / not wear a uniform / at his school.
- I / not have / a visa to visit Italy.
- your friend / take an exam this week?
- My parents / not work any more.
- You / go outside if you want to smoke.
- they / book tickets for the film?

STUDY 2

might and will

We use *might* (*not*) and *will* (*not*) to say that something is possible or probable in the future.

- might* = the speaker thinks it is possible that something will happen
- might not* = the speaker thinks it is possible that something will not happen
- will* = the speaker thinks it is probable or is sure that something will happen
- won't* (= *will not*) = the speaker thinks it is probable or is sure that something will not happen

I/You/He/She/We/They	'll (= will)	go to university.
	might	
	might not won't (= will not)	

REMEMBER!

- We don't use *to* after *might* and *will*.
*It **might** rain tomorrow.*
NOT *It **might to** rain.*
- We can contract *might* and *not* (= *mightn't*) but we don't usually do this.
*I **might not** go to the party on Saturday.*
NOT USUALLY *I **mightn't** go to the party on Saturday.*

PRACTICE 2

1 Complete the sentences with *will (not)* and *might (not)* to make them true in your opinion.

- In ten years' time, people _____ live on other planets.
- One day, people _____ go on holiday on the moon.
- Flying _____ become cheaper in the future.
- People in the future _____ live in cities under the sea.
- There _____ be more wars in the future.
- In 20 years' time, there _____ be more traffic than now.
- Most of our grandchildren _____ live until they are over 100 years old.
- In five years' time, people _____ get more diseases than now.

2 Match the sentence halves.

- It's cloudy tonight so
 - Rita doesn't like Ian so
 - We need some vegetarian pizzas for the party because
 - Buy your camera on the internet because
 - Linda is good with computers –
 - It's warmer today –
 - The children can't play computer games because
 - The bus is really late so
- a it'll be cheaper online.
b we might miss our flight.
c it might rain tomorrow.
d she'll mend it for you.
e it might be frightening.
f it'll be spring soon.
g some people might not eat meat.
h I'm sure she won't go to his party.

REMEMBER THESE WORDS

SCHOOL AND UNIVERSITY SUBJECTS

business studies	law
design and technology	leisure and tourism
economics	literature
engineering	maths
geography	media studies
history	medicine
information technology	performing arts
languages	science

EDUCATION AND TRAINING

to apply for a job/course	to get a degree
to be unemployed	to get into university
to choose a career	to have an interview
(in engineering ...)	to take/pass/fail an exam
to do a course (in media studies ...)	to train to be (a chef ...)
to earn money	

OTHER

a foreign language	internet access
interactive whiteboards	video facilities

PRACTICE

1 Complete the sentences using the words in the box. You do not need to use two of the words.

media studies geography design and technology
maths information technology engineering
medicine business studies economics
leisure and tourism history performing arts

- I'd like to do a course in _____, especially dance and drama.
- My brother wants to study _____ and work in a hospital.
- I want to study _____ because I'd like to open my own hotel.
- My friend is doing a course in _____. She wants to be a TV producer.
- I'm interested in _____, especially building roads and bridges.
- I might study _____ at university, as I'm interested in lakes and rivers.
- I know a lot about computers now because I did a course in _____.
- My sister loves studying _____, especially how people lived in the 19th century.
- Tom is so good with numbers that he did a degree in _____ when he was 16!
- Before Alan started his company, he did a course in _____.

2 Choose the correct answers.

- I might do a course *of / in* business studies next year.
- She applied *to / for* a job as a nurse in the local hospital.
- I *got / made* a degree in engineering after studying for five years.
- My brother studied very hard to get *into / onto* university.
- I *did / was* unemployed for six months last year.
- I chose a career *in / of* medicine because I want to help people.
- I might *make / take* my English exam next month.
- He trained *to / for* be a chef and now has his own restaurant.
- Anna was so disappointed that she *passed / failed* the exam.
- He got a job in a shop while he was at university to *earn / take* money.

14 STUDY, PRACTICE & REMEMBER

STUDY 1

Present perfect (unfinished time)

- We form the Present perfect with *has/have* + past participle.
- Regular verbs have regular past participles. These are the same as the Past simple form (verb + -ed).

I've finished my homework.

She phoned the hospital.

- Irregular verbs have irregular past participles (see the Irregular verb list on page 175).

I've spoken to her today.

He's written three books.

We've lost our keys.

+	I/You/We/They He/She/It	've (= have) 's (= has)	met her before.
-	I/You/We/They He/She/It	haven't (= have not) hasn't (= has not)	been there before.
?	Have Has	I/you/we/they he/she/it	seen him today?

Short answers	Yes,	I/you/we/they he/she/it	have. has.
	No,	I/you/we/they he/she/it	haven't. hasn't.

- We use the Present perfect to talk about something that happened in the past but is **connected to the present**.
 - It happened in a present time period.
I've been very busy today.
 - It happened 'some time in my life up to now' (my life is not finished).
She's done a lot of different jobs.
I've broken my arm three times.
- We do not say exactly when these actions happened with the Present perfect.
She's been to the hairdresser's.
NOT *She's been to the hairdresser's last week.*
- We often use these words/phrases to talk about the time period:
so far, so far this weekend, today, this morning, this afternoon

PRACTICE 1

- 1 Complete the sentences with the past participle of the verb in brackets.

- Have you ever _____ (forget) someone's name?
- Mark's _____ (send) about 15 text messages so far today!
- I've _____ (buy) two new mobile phones this year.
- We've _____ (walk) six kilometres so far.
- Oh no, I've _____ (leave) the tickets at home!
- Have you _____ (check) your voicemail today?
- I've _____ (watch) five films so far this week.
- Chantal hasn't _____ (read) any books by J.K. Rowling.

- 2 Complete the sentences with the correct form of the Present perfect using the verb in brackets.

- He _____ (break) two plates this morning.
- I _____ (eat) a lot of pasta this weekend.
- They _____ (not do) any exercise this week.
- She _____ (phone) me five times so far today.
- _____ (you / check) your email today?
- I _____ (not see) James this week.
- _____ (he / fix) the computer today?
- We _____ (take) about 25 photos so far.

- 3 Complete the answers with one word only.

- A: Have you given him the present?
B: Yes, I _____.
- A: Has she been to Scotland before?
B: Yes, she _____.
- A: Have they finished the presentation?
B: No, they _____.
- A: Has Joshua done his homework?
B: No, he _____.
- A: Have you read this book?
B: No, I _____.
- A: Has Sarah eaten her dinner?
B: No, she _____.
- A: Has he spoken to the manager?
B: Yes, he _____.
- A: Have you bought a new laptop?
B: No, I _____.

STUDY 2

Present perfect (with ever)

We can use *ever* with the Present perfect to ask about things you have done at 'some time in your life up to now'. We are interested in the action – not when it happened. With the Present perfect, we do not say exactly when the action happened.

A: *Have you ever been to Australia?*

B: *Yes, I have. I've been three times.*

A: *Have you ever tried windsurfing?*

B: *No I haven't – but I'd love to.*

REMEMBER!

The verb *go* has two past participles: *gone* and *been*.

- gone* = gone but not returned
Anna's gone shopping this morning.
(= she's at the shops now; she hasn't returned)
- been* = gone and returned again
Anna's been shopping this morning.
(= she went to the shops, but now she is back)

UNIT 5 RECORDING 4

- 1 You can eat at all times of the day and night.
- 2 You can't sleep in Terminal 1.
- 3 You can play golf near the airport.
- 4 You can't smoke in Terminal 1.
- 5 A: Can you smoke in Terminal 2?
B: Yes, you can.
- 6 A: Can you sleep in Terminal 1?
B: No, you can't.

UNIT 5 RECORDING 5

The public transport system in Hong Kong is mostly very modern, but for something different you can always take a tram. The trams are actually more than a hundred years old, but they are an interesting tourist attraction – they're not fast, but they are cheap! The underground train system is very, very clean ... and one reason for this is that you can't eat or drink on the trains. The trains are very good – you can always find a seat and the trains come every two or three minutes. Taxis are a really good way to get around Hong Kong. We have lots and lots of taxis. At busy times, you can't always find an empty taxi very quickly ... but you get one in the end.

One thing that you really need is a special travel card, called an 'Octopus' card. You pay for it and then you can use it on the whole public transport system. You can even use it to buy food and drink! So you can buy yourself a burger and a drink with your Octopus card!

UNIT 5 RECORDING 7

I = Interviewer F = female interviewee

- I: OK, thanks for doing the survey.
F: That's all right.
I: So, first question ... How do you travel to school or work every day?
F: Well, I don't go to school and I don't go to work ... I go to university.
I: So how do you travel to university?
F: I go by bike.
I: Bike, OK ... and how long does your journey take?
F: Um, let me see ...
I: One to ten minutes? Ten to 20 minutes? More ... ?
F: Er, I'd say about 15 minutes.
I: Fifteen ... so it's 'b' – ten to 20 minutes?
F: Yeah.
I: Question 3 ... How far do you walk every week?
F: Hmm ... how far do I walk?
I: Nought to five kilometres? Six to ten ...
F: I'd say nought to five ... I go everywhere by bike, usually.
I: Nought to five, OK ... And which of these things can you do ... Can you drive a car?
F: Yes, I can.
I: Can you ride a bike?
F: Yes, of course!
I: Can you ride a scooter?
F: Um ... yeah ...
I: And can you drive a van?
F: A van? Well, I never ... no, I can't.
I: OK, thank you ... Question 5 ... How often do you travel by car?
F: That's interesting, because I can drive but I haven't got a car ... so I don't drive very often.
I: Once a week? Several times a week?
F: I'd say several times. My friend's got a car and she sometimes drives me.
I: That's fine ... several times. OK ... Question 6 ... How often do you use public transport?
F: Well, as I say, I usually go by bike so I don't use public transport much. Maybe once a week?
I: Once a week, OK. What do you think of public transport in your town?
F: What do I think?
I: Yeah, is it a) excellent b) good c) OK or d) not good?
F: Well, I don't know really ... I don't use public transport very much.
I: Ah, so 'e' ... 'don't know' ... that's good. And last question ... Which is your favourite method of transport?
F: Ah, that's an easy one!
I: I think I know this answer ...
F: Bicycle, of course ... I love my bicycle!

UNIT 6 RECORDING 1

- Countable nouns:** grapes, an apple, a banana, eggs, tomatoes, a sandwich, biscuits
Uncountable nouns: water, bread, chicken, cheese, olive oil, salad, orange juice, fruit

UNIT 6 RECORDING 2

- 1 There's an apple.
- 2 There are five grapes.
- 3 There are some tomatoes.
- 4 There are a lot of bananas.
- 5 There's some olive oil.
- 6 There's a lot of apple juice.
- 7 There aren't any eggs.
- 8 There isn't any cheese.

UNIT 6 RECORDING 4

Jo

The name of my favourite restaurant is Fish Kitchen ... it's got a great location, by the river ... and when the weather's good, you can sit outside and the view is really nice. As for the food, well, the name of the restaurant is Fish Kitchen, so obviously people go for fish and chips. It's always busy, and it's very friendly ... there are always lots of families. I like it because I love fish and chips, it's not expensive and it's a great place to go with your friends.

Tristan

One of the fantastic things about living in London is that you can get food from all around the world. One of my favourite kinds of food is from Vietnam. Near where I work, there is a really good Vietnamese restaurant ... I often go there for lunch. The cooks are all Vietnamese and they do all the cooking in front of you. The speciality is *bun cha*, which is noodles with meat and chilli and sauce. The sauce is delicious – it's made with fish and vegetables. Mmm ... I love it!

Kate

I don't like expensive restaurants. My favourite place to eat isn't an expensive restaurant ... it's my grandmother's house. She lives in a small town near where I live. I have lunch there every week. My grandmother always cooks a big lunch on Sunday for the whole family. A typical dish for Sunday lunch is roast meat ... we usually have roast beef with potatoes and vegetables. I love eating there because I'm with my family. The important thing is that my grandma always cooks with love ... so I feel happy there.

UNIT 7 RECORDING 1

- 1 The composer Wolfgang Amadeus Mozart is perhaps the most famous composer of all time. He was born in 1756 in the town of Salzburg, in Austria.
- 2 Michael Jackson began his life in the music industry with his four brothers in a group called The Jackson 5. Their first record was *I Want You Back* – in 1970 – and the group were famous throughout the 1970s.
- 3 Mary-Kate and Ashley Olsen are twins. They were born in 1986 in the USA and they were in their first TV show when they were just nine months old. They weren't in the show together – only one at a time – playing the same part until they were eight years old.
- 4 Skater Tara Lipinski won a gold medal at the 1998 Winter Olympics in Nagano, Japan. At the time, she was just 15 years old.
- 5 Brazilian footballer Pelé was 16 years old when he began his professional career at Santos Football Club. In 1958, he was the youngest footballer to play in a World Cup final, aged just 17, scoring two goals in the final against Sweden.
- 6 American actress Tatum O'Neal was only ten years old when she won an Oscar for her role in the 1973 movie *Paper Moon*. Her father, Ryan O'Neal, was also in the movie – but he wasn't an Oscar winner!

UNIT 7 RECORDING 3

worked, studied, arrived, loved, needed, waited, believed, lived, wanted, liked, decided, invented, walked, started, died

Audio script

UNIT 7 RECORDING 4

- 1 a We wanted the bill.
b We want the bill.
- 2 a I need some money.
b I needed some money.
- 3 a They live in Spain.
b They lived in Spain.
- 4 a I liked her.
b I like her.
- 5 a They arrive at eight o'clock.
b They arrived at eight o'clock.
- 6 a We worked hard.
b We work hard.
- 7 a I love chocolate.
b I loved chocolate.
- 8 a I believed you.
b I believe you.

UNIT 7 RECORDING 5

Jacqueline Lee Bouvier was born on Long Island, near New York, in July 1929. She was the daughter of wealthy parents and spent a happy childhood in and around New York. She studied at university in the USA and at the Sorbonne in Paris, France. She completed her degree in French Literature in 1951. In that same year, she began work as a journalist, and she also met the man who changed her life: the future President of the United States, John F. Kennedy.

The couple fell in love and in 1953 they got married. There were 700 guests at the wedding. They then spent their honeymoon in Acapulco, Mexico. Seven years later, in November 1960, John Kennedy won the presidential election and Jacqueline – or Jackie – Kennedy was the First Lady of the United States.

As a couple, the Kennedys travelled to many countries, including France, India and Germany. Jackie Kennedy soon became more than a president's wife: she became a style icon for women all over the world. On one trip, JFK joked, 'I am the man who accompanied Jackie Kennedy to Paris ...'

UNIT 7 RECORDING 6

In November 1963, the Kennedys left the White House for their last trip together – to Dallas, Texas. On 22nd November, a gunman shot John F. Kennedy dead. After the murder of Kennedy's brother, Robert, or Bobby, in 1968, Jackie Kennedy left America and married Greek millionaire businessman Aristotle Onassis. When Onassis died suddenly in 1975, she returned to the USA and worked for a publishing company. In 1994, she died. Among the tributes were flowers from the famous singer Frank Sinatra. The note read simply 'You are America's Queen'.

UNIT 7 RECORDING 7

- 1 My cousin is called Alice. She was born in London in 1972. As a child, Alice loved sports and being outdoors. She didn't study very hard at school because she wanted to play sports all the time.
- 2 When she was 18, she left school, but she didn't go to university. She got a job in America – the job was teaching sports to children at a summer camp.
- 3 When Alice was in America, she met her boyfriend, Todd. They travelled around America together on his motorbike, but after six months she came back to the UK because she didn't have a visa.
- 4 After that, Alice decided to go to university. She graduated at the age of 22 and got a job in the UK as a teacher in a large secondary school.
- 5 She lost touch with Todd and they didn't see each other for a long time. But after 13 years, she got a letter from Todd and they decided to meet again.
- 6 Then Alice made some big decisions. She went back to America, got married to Todd and had two children. She went back to college and retrained as a nurse. In the end, she got a job in a hospital in New York – and she is very happy with her life.

UNIT 8 RECORDING 1

P = Presenter R = Reporter

P: So, today we are talking about a song ... a song which is famous all over the world ... which also became an incredibly successful musical. Tony Jenkins is here to talk to us about the song and musical *We Will Rock You* ... Hello, Tony.

R: Hello.

P: First, tell me about the original song. When did the song come out?

R: Well, the British rock band Queen started writing songs and performing in the 1970s and *We Will Rock You* became a number one hit for them in 1977. Queen's lead singer was Freddie Mercury, but the guitarist, Brian May, wrote the song.

P: Brian May ... mmm ... Why did he write the song?

R: Well, he wrote it after a concert. When the concert finished, the audience didn't want to go home. They started singing a football song ... a kind of chant ... because they wanted Queen to come back on stage. That chanting by the audience inspired May to write *We Will Rock You*.

P: The song sounds a bit like a football chant, doesn't it? With the background beat of stamping and clapping ...

R: That's right. In fact, people often sing *We Will Rock You* at football matches and other sporting events. It's a very inspirational song – an anthem really – that inspires people.

P: Yes ... and what about the musical? Did Brian May write the musical?

R: Well, no, he didn't write it. British comedian Ben Elton wrote the musical, but he worked very closely with Brian May and Queen's drummer, Roger Taylor. Ben Elton wrote the story, and Brian May and Roger Taylor worked with him, fitting the songs around the story ... they are all Queen songs.

P: And ... what is the story?

R: Well, the story is set in the future – 300 years from now. It is a world where you can't write your own music. People watch the same films, listen to the same music, wear the same clothes and have the same opinions.

P: Who is the main character?

R: The main character is called Galileo ... and he doesn't want to be the same as everyone else. He wants to be different.

P: And when did the musical come out?

R: The first performance was in May 2002 at the Dominion Theatre in London.

P: Did the musical get good reviews?

R: Well, actually no ... the critics didn't like it at all.

P: Really?

R: Mmm ... but the audiences loved it ... and they still do. Over ten years later, it's still playing in the same theatre in London ... and in many other countries in the world.

P: Where did the musical first go on tour?

R: It first went to Australia in 2003, and then to Japan in 2005. Since then, it's been to many other countries, including Spain, the USA, Russia, South Africa, Italy, Sweden, Singapore, South Korea ... many countries around the world!

P: And where is it showing at the moment?

R: Well, it's ...

UNIT 8 RECORDING 3

Example

Did you play a musical instrument when you were a child?

- 1 Where did you live when you were a child?
- 2 Did you read a lot of books when you were a child?
- 3 Did your parents read books to you when you were a child?
- 4 When did you start learning English?
- 5 Did you watch a lot of TV last weekend?
- 6 When did you last go to a concert?
- 7 What music did you last listen to?
- 8 Did you go for a walk last weekend?
- 9 When did you last see a really good show?

Audio script

UNIT 10 RECORDING 2

Katie

I'm a shop assistant in a large fashion store. I don't have a uniform, but all the shop assistants wear the clothes from the store. I need to look stylish and friendly when I'm at work, and it's good that customers can see shop assistants wearing the clothes that they can buy. Luckily, I really like the clothes in the shop, and I wear different things every day: a dress, trousers, shorts ... there's lots of variety. I love deciding what to wear in the mornings!

Marlon

I'm a personal trainer. I work in a gym and I teach exercise classes and help people to get fit. I love my job and I like the fact that I can wear sports clothes. My work clothes are comfortable and I think they look good, too. I usually wear a sports shirt and shorts ... and trainers, of course. On colder days, if I'm outside, I wear long tracksuit trousers and a jacket. The gym provides me with all my clothes for work, so I don't have to pay for them, which is great, too!

Louisa

I work for a large bank in the city centre. The way I dress at work is important – I need to give the right impression. I have a lot of meetings with clients and it's important for me to look confident and reliable. I usually wear a skirt suit – a smart skirt and jacket – in a dark colour, like blue or black. I sometimes wear small earrings, but generally I don't wear much jewellery at work. Sometimes I think my work clothes are boring, but I don't mind them really.

Sam

I'm an IT manager – I give advice to companies on their information technology and computer systems. I like my job because I work with computers but also with people. It's important for me to look smart in my job, so that I look professional and people feel they can trust me. I always wear a shirt and tie, but I try not to look very formal ... so my tie is usually a bright colour, like red ... or sometimes pink.

UNIT 10 RECORDING 3

I usually go to work in an office, but on Fridays, I work at home. When I go to the office, I wear a smart suit and earrings. Today, I'm working at home so I'm wearing very casual clothes – tracksuit and trainers. I'm not wearing any jewellery today.

At my sister's college, people usually wear casual clothes. They normally wear jeans and maybe a shirt or jumper. The teacher doesn't wear a suit – he usually wears jeans, too. Today it's really hot, so my sister's wearing shorts and a T-shirt.

UNIT 10 RECORDING 4

A: OK. So I can analyse your personality using colours. Let's see what kind of person you really are!

B: OK, fine.

A: Well, first, what's your favourite colour?

B: Um ... well, red, I think ... and black. Can I say two colours?

A: Two colours ... OK ... maybe ... but which of those is your favourite?

B: I suppose it's red. Red is my favourite, but I like black, too.

A: OK ... and what is your least favourite colour?

B: My least favourite colour is brown. I don't like brown.

A: Good, OK ... brown. Thanks. So let's see ... what colours are you wearing now?

B: Well, I'm wearing mostly black, and a bit of white.

A: That's fine.

B: So, what does that say about me?

A: Let's see ... well, red clothes mean you are a confident person. You like a lot of action in your life, too.

B: I think that's absolutely right!

A: And you like wearing black, so you're reliable.

B: Yes, I'm a very reliable person.

A: Black also means you can be bossy.

B: Yes, I think that's true, too!

A: OK ... so that's all true so far. Now let's look at your least favourite colour.

B: OK ...

UNIT 11 RECORDING 1

P = Presenter **C** = Charlotte

P: Hello ... in our programme today we're talking about intelligent animals. Charlotte Golding is an animal expert and she studies animals, especially different kinds of extremely intelligent animals. Good morning, Charlotte.

C: Good morning.

P: So, tell us about some of the animals you study. What kinds of things can they do?

C: Well, most people know that whales and dolphins are very intelligent ... they really can do some amazing things. They often work together in large groups to catch their food ... They speak to each other by making noises ...

P: Yes, that shows great intelligence.

C: And other animals that can speak are African grey parrots. They can learn to copy humans and to speak like them.

P: That's incredible!

C: Yes, and some of them can answer questions about things.

P: Wow!

C: Dogs, too, are very good at communicating generally ... and some of them are very good at remembering things as well. One dog I studied can remember the names of thousands of things ... and he can go and get whichever thing his owner asks. It's really amazing ... Thousands of them!

P: Wow! I find it difficult to remember names!

C: Yes, well, talking of remembering things ... One animal – one of my personal favourites – is a chimpanzee.

P: A chimpanzee?

C: Yes, he can remember sequences of numbers. He looks at a computer screen showing a sequence of numbers, from 1 to 10, for example, in different places on the screen. And when numbers disappear, he can remember exactly where each number was.

P: That's amazing!

C: Yes, and what's really amazing is that he only looks at the numbers for 60 milliseconds. When I tried it, I didn't have time to even see all the numbers. There was no chance to remember them at all!

P: No, I'm sure I couldn't do that either.

UNIT 11 RECORDING 2

50
100
120
240
1,500
8,500
10,000
20,000
32,000,000

UNIT 11 RECORDING 3

- 1 The approximate number of active volcanoes in the world is 1,500.
- 2 The country with the largest number of active volcanoes is Indonesia, with over 120.
- 3 The approximate top speed of a killer whale is nearly 50 kilometres per hour.
- 4 The average distance that killer whales swim every year is 20,000 kilometres.
- 5 The height of some giant redwood trees in California is over 100 metres.
- 6 Camels can survive without water in temperatures of 50 degrees Celsius for approximately 240 hours.
- 7 The average weight of a male African elephant is 8,500 kilograms.
- 8 The approximate rat population of New York City is 32,000,000.
- 9 Damascus in Syria is perhaps the world's oldest city – it is 10,000 years old.

Audio script

UNIT 13 RECORDING 3

- A: So, shall we look at the results?
B: Yes, OK.
A: Well, what did you get? How many a's, b's, c's and d's?
B: Umm ... OK, let's see. Well, I got one ... , two ... , three ... , four a's ...
A: Four a's!
M: Yes, and one b, two d's and one c.
A: So, that's definitely mostly a's!
B: Yes ... what does that mean, then?
A: Well, let's have a look at the information. Your results ...
B: What does it say?
A: OK ... mostly a's ... It says here, 'You are a dynamic person ...'
B: Yes, that's true. I think I am. I like doing things and being active ...
And ... ?
A: ... and ... you are ready to do anything to be a success in life.'
B: Well, I think that's partly true. I mean, I'll work as hard as I can and I might be a bit bossy sometimes, but I won't do 'anything' to be a success. I won't be horrible to people ... and I won't work all the time ... 24-7.
A: No ...
B: What else?
A: OK, it says, 'Perhaps you will be a successful businessperson, manager or you will work in finance.'
B: Oh well, that's not right! Er ... that's rubbish! I'm not good at maths or business or anything like that!
A: No, you're more creative, aren't you? What's your job now?
B: Well, I'm a journalist at the moment, but I'd like to be a designer ... an interior designer. I might do a training course next year ... and change my career, I think. I'd really like to do that.
A: So, are you 'ready to do anything to be a success in life'?

UNIT 14 RECORDING 1

- 1 A: It says here that the average internet user has 25 online accounts!
B: Really? 25? That's a lot! How many have you got?
A: Oh, I don't know ... two bank accounts, various shop accounts ... umm ... probably about ten or 12 in all.
B: And do you have the same password for them all?
A: Well, I've got nearly the same password, but it's not exactly the same for every account.
B: Have you ever forgotten your password?
A: Yes, I have ... many times. I can only remember it when I write it down!
B: I know what you mean. I always write my passwords down, too. It's probably not very good to write them down, I suppose, but I'm sure most people do.
2 A: So, why don't you send Sonia a text message and ask her about the party?
B: Yes, good idea ... er ... er ... where's my phone?
A: Erm ... I don't know ... it was in your bag, wasn't it?
B: Oh, here it is ... it's terrible not knowing where your phone is! I really lost it last summer, when I was on holiday. It was awful. Have you ever lost your mobile phone?
A: No, I haven't. I've never lost it, but someone stole it once.
B: Oh no! Really? Where? What happened?
A: Oh, I was at a concert ... an open-air concert in a park ... you know, there were thousands of people there ... and after about an hour, I realised my phone wasn't in my pocket. I'm sure someone stole it.
B: Maybe it just fell out of your pocket.
3 A: Oh, this computer is so slow. It keeps stopping and I can't do anything! It's really annoying!
B: Oh dear. You might have a virus. Have you ever had a virus on your computer?
A: Yes, I have. I've had two or three, I think.
B: Really? Two or three ... you should do something about it or you might lose everything on your computer ...
A: Oh, that's never happened ... it just goes really slowly sometimes.

- B: Seriously, some viruses are very dangerous – your computer might crash completely. Have you got anything important on your computer?
A: Oh, yes. All my homework assignments, and loads of photos and things.
B: You should get Daniel to look at it for you ... quickly ...
A: Really? Do you think so ...

UNIT 14 RECORDING 2

- 1 A: Have you ever forgotten your password?
B: Yes, I have.
2 A: Have you ever lost your mobile phone?
B: No, I haven't.
3 A: Have you ever had a virus on your computer?
B: Yes, I have.

UNIT 14 RECORDING 3

- A: OK, well, I'm going to choose the letter 'M'.
B: 'M' ... 'M' is ... 'Mobile phones'.
A: OK ... 'Mobile phones' ... that's good. What are the questions?
B: 'How do you feel if someone interrupts your conversation to use their mobile phone?' And ... 'How often do you use your phone when out with friends or at a meal with other people?'
A: Hmmm ... OK ...
B: You've got one minute to talk about those questions.
A: One minute – that's a long time.
B: OK ... one minute ... starting now!
A: OK, so, let me think ... Mobile phones ... I'm going to talk about mobile phones ... I'm going to talk about how I feel if someone interrupts me to use their mobile phone. Well, I don't like it when people use their mobile phones all the time. What I mean is, mobile phones are good for keeping in touch with people ... and for making arrangements with friends. What else? They are good for getting information if you have a smartphone ... and things like that. I use my phone a lot, you know ... especially to text people to say when to meet ... and if I'm going to be late. It's very useful for that. But some people use their phones all the time ... they are addicted ... Can I say that? ... Addicted to their phone. Yes, they are addicted to their mobile phone ... and when you speak to them, they always look at their phone and they don't listen to what I'm saying. In my opinion, that is not polite. It is very rude and I think it is annoying. Umm ... I suppose that sometimes I look at my texts when I am out with friends or at a meal, but not usually. I try to put my phone away ... when I'm eating a meal, and ...
B: OK ... time's up! That's one minute! Well done.
A: OK, great. I can take that square!
B: Now, it's my turn. Um ... I'm going to choose 'B' ... What are the questions for the letter 'B'?
A: 'B' is ... 'Books'.
B: Books? OK ...

Pearson Education Limited
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First published 2013
ISBN: 978-1-4479-3683-1

Set in Bliss Light 10.5pt/12pt
Printed in Slovakia by Neografia

Acknowledgements

The Publisher and authors would like to thank the following people and institutions for their feedback and comments during the development of the material:

Elizabeth Beck, British Council, Milan, Italy; Emily Bell, International House, Santander, Spain; Kirsten Colquhoun, EC Cape Town, South Africa; Tim Goodier, Eurocentres, London, UK; Stephen Greene, Tailor-Made English, Rio de Janeiro, Brazil; Jonathan Herbert, Birmingham, UK; Nick Kiley, International House, Tbilisi, Georgia; Steve Longworth, Sheffield, UK; Nicola Perry, Egham, UK; Lisa Phillips, Buenos Aires, Argentina; Chris Rogers, Trebinshun House, Brecon, Wales; Agnieszka Tyszkiewicz-Zora, Foreign Languages Centre, University of Łódź, Poland

Photo acknowledgements

The Publisher would like to thank the following for their kind permission to reproduce their photographs:

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stick), Kirill Kedrinski 39tr, Kzenon 77, lenets_tan 119cl, lightpoet 116b, Vera Lubimova 53cl, lunamarina 47cl, mangostock 34bl, 39cr, manyakotic 53tl, Mark Markau 8t/a, metlion 42tc, mezzotint 102cr, michaeljung 67c, micromonkey 7br (Anderson family), 34bc, millaf 52tr (Grapes), Daria Minaeva 78tr, Monkey Business 24tc, 75c (Meal), Oleksandr Moroz 78cr (Watch), Sergey Nivens 68-69t, NizArt 48cr (School party), nyul 75cl (Cinema), okinawakasawa 16tc (Bag), Oktava 119cr, Sergey Peterman 17tl (Wallet), Picture Partners 53c, Giuseppe Porzani 72-73t (Background), Gennadiy Poznyakov 120c (Surgeon), Profotokris 52cr (Cheese), QQ7 51t, rabbit75_fot 67b, rook76 8t/d, Gina Sanders 55bl, Gino Santa Maria 114cr, sashahaltam 39cl, scaliger 103tr, Schlierner 118t, sdecoret 119tr, Shock 34tc, 82/B, Silkstock 17tl (Keys), Comugnero Silvana 8c (Peso), stockolutions 110br, Aleksandr Ugorenkov 78bl, 85b, Unclesam 79cr (Black camera), Serghei Velusceac 52tc (Apple), victorpr 103tl, Videowokart 103cr, Viktor 82/C, vladkost 84br, wajan 75t, WITTY 54br, xalanx 52cr (Chicken), yanlev 34c (Cyclist), Alexander Zam 8t/c; **Getty Images:** 2011 Blomberg 63b, 102tc, 108r, AFP 45cr, 112tl, 112tr, Bnsdeo 97tl, Joselito Briones 22, Scott E Barbour 103br, Joshua Ets-Hokin 90tc, 90tr, Luiz Felipe Castro 46t, Tim Graham 106-107t, Jeff Greenberg 115tr, Brian Hagiwara 56cr, Himanshu Khagta 33tl (Inset), Till Jacket 29tl (Main), James Hardy, PhotoAlto, 76, Juan Madrigal Photo 122, Ghislain & Marie David de Lossy 38c, Michael Ochs Archives 60bl, 64b, Redfems 8b (Andrea Bocelli), 72tr, Clive Rose 133, SuperStock 97c, Hiroki Watanabe 11cl, Adrian Weinbrecht 38tc, WireImage 62cr, 64c; **Glow Images:** Image 100, Corbis 117tr; **Photo courtesy Google UK:** 8c (Google); **Honda(UK):** 8c (Honda); **Imagemore Co., Ltd:** 7br (Argentinian flag), 7br (Australian flag), 7br (Mexican flag), 7br (Polish flag), 7br (USA flag), 8b (Goodrem flag), 8b (Miguel flag), 62cl (Butterfly left), 62cl (Butterfly right), 62cl (Cicada), 102tr, 103bl; **John Fox Images:** 29tl (Inset), Imagestate 27tr (Berlin); **Marks and Spencer plc (company):** 8c (M&S); **Mary Evans Picture Library:** Chris Coupland 21c; **Pearson Education Ltd:** 52c (Tomatoes), Debbie Rowe 41b, Jules Selmes 42cr, 43tl, Steve Shott 34tr, Sozajiten 43cl, 54tr, Coleman Yuen 16cr (Dictionary), 45tr; **PhotoDisc:** 52tc (Baguette), Adam Crowley 102c, Emma Lee, Life File, 61, Michael Evans, Life File 50-51t, Photolink 103cl, Squared Studios 102cl; **Photoshot Holdings Limited:** 72tl, 98c, AllCanadaPhotos 98tr, LFI 73, NHPA 98cr; **Press Association Images:** Amy Sancetta / AP 60cr (Tara Lipinski), Chris Pizzello / AP 35, Jacquelyn Martin / AP 11tl, Tim Ireland / PA Archive 134; **John Quintero:** John Quintero 123t; **Reuters:** Fadi Al-Assaad 81bc; **Rex Features:** 19tl, Jeff Blackler 51bl, Paul Brown 80br, e.MGM / Everett 70tr, e.Universal / Everett 70cr, Chameleons Eye 42bl, 46br, 47b, Courtesy Everett Collection 70cl, John Rahim / Music Pics Ltd, 37, Nils Jorgensen 72bl, Lou Linwei 11cr, Luke Marsden / Newspix 8b (Delta Goodrem), Moviestore Collection 60cl (Tatum O'Neal), 70br, Startraks Photo 11tr, 21tc, The World of Sports SC 60t; **Shutterstock.com:** Andresr 46bl, Andrey Arkusha 9tr, 88bl, 95cl, artjazz 16c (Mobile phone), Iuliia Azarova 78tc, bioraven 16bl, Brandon Blinkenberg 85cr, Artur Bogacki 27tr (Istanbul), DD Coral 28tr (Main), Phil Dale 23t, lev dogachov 34cr (Using laptop), fotohunter 65b, Goodluz 9tl, Joe Gough 29br, grivet 43tr (Background), Laszlo Halasi 81br, Tom Hirtreiter 99, Oliver Hoffmann 16c (Coins), JaySi 101tl, JNT Visual 16c (ID card), joie 16cr (Camera), Dmitry Kalinovsky 116t, kezza 30tr, lavitrei 30br, Aija Lehtonen 75b, leungchopan 27br (Hong Kong), Lucky Business 95b, Oleksiy Mark 42c (Cruise liner), Mazzur 85cl, michaeljung 114tr, Michaelpuche 82/E, Phillip Minnis 27br (Canberra), MJTH 6t, dora modly-paris 79tl, Monkey Business Images 66br, Naughty Nut 38tr, Pelham James Mitchinson 13, Oksana Perkins 44tl, PhotoNAN 79c (Gold dress), Rido 12tr, Thorsten Rust 12br, 132, Rustamir 84cr, Fedor Selivanov 41cl, Ljupco Smokovski 42c (Motorbike), sokolovsky 115b, Standret 17tl (Watch), Supri Suharto 23b, Tupungato 31c, V. J. Matthew 62b, Vitchanan Photography 41cr, Tatyana Vychegzhina 20tc, wavebreakmedia 118b, 125, Carlos Yudica 92-93, Andrew Zarivny 27cr (San Francisco), Alberto Zornetta 20tl; **SuperStock:** age fotostock 47cr, 95cr, 120b, age fotostock 47cr, 95cr, 120b, age fotostock 47cr, 95cr, 120b, Antoine Juliette / Oredia Eurl 34cr (Reading), Cultura Limited 117br, Eye Ubiquitous 25, Ian Murray / Loop Images 48br, imagebroker.net 54bl, JTB Photo 15bl, Juice Images 82/D, Keith Morris / age fotostock 114tc, Lucenet Patrice / Oredia Eurl 82/F, Marka 54cl, Nordic Photos 24bl, 31t, Stock Connection 86-87t, Tim Oram / age fotostock 29cl (Main), Tips Images 6bl, 15tr, 18, Tips Images 6bl, 15tr, 18, Ton Koene / age fotostock 14-15t; **The Art Archive:** Ragab Papyrus Institute Cairo / Dagli Orti 70bl, 71; **The Kobal Collection:** Lorimar / Warner Bros 60cl (Olsen Twins); **The Red Consultancy Ltd:** 8c (Samsung); **TopFoto:** © 2002 Credit: Topham Picturepoint 102bl; **Veer/Corbis:** Deklofenek 75cr (TV), Robert Kneschke 121, leaf 7cl, Morgan Lane Photography 84l, PT Images 12l, Ivan Synieokov 38tl, yanc 120t; **www.imagesource.com:** 7br (UAE flag), 8b (Bocelli Flag), 27cr (Paris), 29cl (Inset)

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Illustrated by: In-house p.19, p.22, p.26, p.40, p.59, p.76, p.94, p.113, p.128, p.130; Andrew Lyons (Handsome Frank) p.88; Julian Mosedale p.10, p.17, p.36, p.108; Peskimo (Synergy Art) p.28

